

# Lifeline Education Charter School

## CHARTER APPLICATION

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## Lifeline Education Charter School Petition

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### AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Paula DeGroat, hereby certify that the information submitted in this renewal petition for a California public charter school named Lifeline Education Charter School (“Lifeline” or the “Charter School”), authorized by the State Board of Education (“SBE”), and located within the boundaries of the Compton Unified School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if this charter is renewed, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Lifeline Education Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and the Title II of the Americans with Disabilities Act of 2004.

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- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School will comply with the Public Records Act and the Family Educational Rights and Privacy Act.
- The Charter School shall comply with all applicable provisions of the No Child Left Behind Act.
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make those available for audits or inspections.
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

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Paula DeGroat

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Date

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### ELEMENT I – LIFELINE HISTORY

#### Lifeline Education Charter School

Initially Lifeline Education Charter School was awarded its charter under old charter legislation and opened in the Community of Compton in September 2002. Our five year commitment with Gorman District ended in June 2007 *[in accordance with Education Code §47605.1 which provides for the establishment of a charter school that will operate within the geographic boundaries of the authorizing school district]*.

In September 2007 Lifeline began to operate under the jurisdiction of the State Board of Education with a one year Charter, as Lifeline's Charter was initially denied by Compton Unified School District and Los Angeles County Office of Education. This one year Charter was extended to three years in January 2008.

#### Charter School History

When Lifeline first opened in the fall of 2002, we had a total of 200 students. Since then, our enrollment has increased to 340 students in grades 6th through 12th. The reason for the increase in enrollment, is that the community is in need of something positively different. The City of Compton has many schools and great educators, but what truly sets LECS apart is the personal attention that we provide to the *Lifeline family*. Previous, current, and future students are always welcome at Lifeline. Our staff is dedicated to assist our students in their academic and adolescent struggles. The staff has undergone many of the challenges similar to those our students are currently going through and therefore can connect with the students at a level unsurpassed by any local school.

Many of our students come from families that have never even attended high school let alone thought of college. Two of our graduates have graduated from the prestigious Howard University. Countless others from Cal State Dominguez Hills, Cal State Long Beach, and Long Beach City College, to name a few.

Testimonials of our students overcoming adversity would turn into a novel. However, most notably was a student that we will call Jim (to keep anonymity). Jim suffered a horrendous childhood impacting his desire to live (family drug addiction and sexual abuse plagued his early years). Right before Jim began attending Lifeline, he attempted suicide on several occasions.

Through counseling and daily monitoring of Jim, his drive and motivation improved. Jim was no longer feeling guilty for his past, but rather using it to fuel his future. During his senior year, he was placed in a foster home where he received almost no support from his foster family, but jumped that additional hurdle by graduating and immediately enrolling at Long Beach City College.

We don't attempt to take full credit for his turnaround, but he assures us that our support of the *Lifeline family* opened his eyes to a future that he never felt he was entitled to.

This is the type of positive impact that we would like to continue to provide for our students.

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### ELEMENT II – EDUCATIONAL PHILOSOPHY AND PROGRAM

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

*If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).*

#### SCHOOL MOTO:

Achieving Academic Excellence

#### PURPOSE:

Motivate the individual student to become a life-long learner, as well as a productive and contributing citizen to his or her community.

#### MISSION:

The mission of Lifeline Education Charter School is to provide an academically challenging curriculum and to create a learning community of students, parents, teachers, staff, and committed adults from the community, which will provide the support necessary for each student to reach his/her highest individual potential – intellectually, socially, emotionally and physically.

#### VISION:

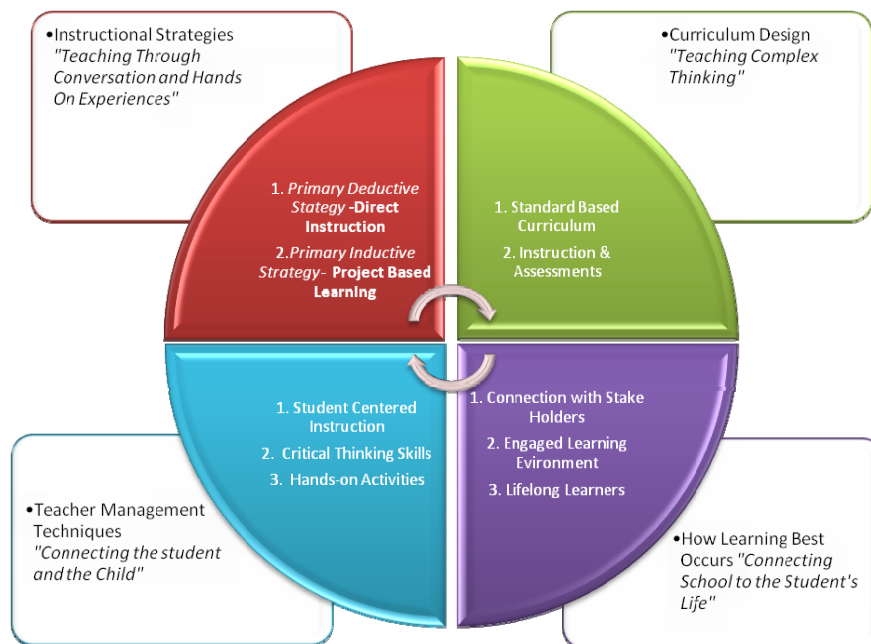
We envision Lifeline Education Charter School as a thriving learning community providing students with both educational and real world learning opportunities which will engage the whole child in the learning process. Together, this community will build a scholarly, creative, and exciting environment for all students including at-risk students, attracting the most highly skilled and committed educators and community members.

Lifeline Education Charter School will promote a learning environment that emphasizes academic progress as well as academic success. Our students will obtain a sense of purpose and responsibility for their academic careers, and the Charter School will provide an outlet for creative expression, and empower our students and their families to participate in the education process in a way that benefits the family and community. Accountability and personal responsibility will be embraced by all students, parents and teachers.

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Our students will graduate Lifeline Education Charter School as life-long learners with the potential to affect their own futures as well as their community. Our Prescriptive Individual Learning Plans (PILP) will enable at-risk students to become competent and contributing members of society. Each PILP is based upon the rigorous California Content Standards, and a carefully designed and articulated curriculum, offering students the opportunity to prepare themselves for post secondary education and a competitive world of work.

### LIFELINE EDUCATION CHARTER SCHOOL PEDAGOGY



### EDUCATIONAL ASSESSMENT AND PRESCRIPTIVE PLANNING

Lifeline Education Charter School stresses the importance of discovering the level of student performance and proficiency of all basic skills through common formative assessments (CFA's) and data analysis on a systematically scheduled basis. It is through this systematic collection of data and analysis that Lifeline will be able to monitor, adjust and design an effective curriculum for the individual student. This information will be crucial to the informational and monitoring relationship between the school, student, parents and all stakeholders. Combined with Lifeline's *Lifeskills* and other methods of assessment such as Renaissance, CFA's, Data Director, Plato, etc, all of our students will be given the opportunity to master non acquired skills as well which will offer them additional options for future life-changing



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choices. Lifeline is committed to offering students not only a rigorous academic experience but the life skills to successfully live in an ever-changing global community.

### TARGETED POPULATION

Lifeline Education Charter School is a 6<sup>th</sup>-12<sup>th</sup> grade charter school designed to provide an alternative choice to the traditional public school system and focuses on meeting the educational needs of students and families who live in and around Compton and surrounding areas. Although the majority of our pupils are from the community of Compton, Lifeline is open to all residents of California and typically admits students from various parts of Los Angeles County.

Lifeline will continue to focus its resources and efforts on the "at risk" student population and the inclusion of those students who have not been able to obtain an education that challenges their academic, social, and moral potential through traditional sources of public or private education. Lifeline Education Charter School will continue to be a place where the community is welcome and the students feel privileged.

Data on incoming, enrolled students is gathered by talking with students and parents, by looking at existing records and services provided by their previous schools, and when possible, by scheduling an entry conference between students' and their Lifeline advisors. The staff uses the data from these meetings to ensure that Lifeline has the appropriate place for the student.

Lifeline Education Charter School seeks to recover students who have dropped out of school or are being underserved by the current public school system by:

- Pre assessing (after enrollment but before placement in classes) students thoroughly in the areas of reading and math
- Discovering the individual student's areas of high interest or talent
- Developing Prescriptive Individual Learning Plans
- Engaging students in their own learning aspirations
- Offering many "hands-on" project-based learning experiences
- Promoting on-going rigorous professional development of all staff to deliver the California Standards Based Curriculum
- Continual monitoring and adjusting of PILP's for every student
- Open transparent communication with parents and stakeholders as to the increase in student achievement.

### FOCUS/DIRECTION

Lifeline Education Charter School provides a choice to those students desiring an alternative to the public school system. As the "at-risk" population is rising, Lifeline Education Charter School is there for those students who are ready to make a change in themselves. We feel that both high and low academic achievers are currently being underserved by the public school system and are in considered "at-risk." The focus and direction of Lifeline Education Charter School is:

#### Academics

- To correlate all teaching materials with those of the standards set by the State of California.

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- To Progress Monitor how each student is performing on regular administered content assessment.
- To develop a rigorous curriculum taught at grade level with immediate interventions provided at the time student difficulty is realized.
- To challenge each student to excel in each of the essential elements, such as reading, writing, math and science.
- To ensure that a variety of appropriate instructional strategies are used to address the varied learning styles of the students and timely, attainable, measurable goals are set to ensure student and staff accountability is being addressed.
- Set timely, attainable, measurable goals for the increase of student achievement on the California Standards Test (CST), California High School Exit Exam (CAHSEE), California Physical Fitness Testing (CPFT required by all 9<sup>th</sup> grade students), and CAPA (Special Education Students in the lowers cognitive level). These goals should match those required by NCLB regulations on the Adequate Yearly Progress (AYP)
- To provide a curriculum that allows students to acquire the competencies and knowledge needed to be competitive in today's marketplace and/or prepare our students academically to continue on to higher education.
- To develop useful and integrated problem solving skills and training that are applicable in the classroom and relevant to a world-wide changing economy dependent upon a working class that can quickly adapt to new jobs and new skills.

### **Project-based Learning**

Students work in teams to explore real-world problems and create presentations to share what they have learned. Compared with learning solely from staff and textbooks, this approach has many benefits for students, including:

- Deeper knowledge of subject matter;
- Increased self-direction and motivation;
- Improved research and problem-solving skills.

### **Technology**

At Lifeline we know that successful technology-rich schools generate impressive results for students. In today's world of instant communication, data analysis, access to millions of bits or research, the use of technology is becoming a crucial part of the instructional process. The student population, the instructional design, the teacher's role, how students are grouped, and the levels of student access to technology influence the degree of effectiveness; including:

- Significant positive impact on achievement in all subject areas, across all levels of school, and in regular classrooms as well as those for special-needs students.
- Higher appeal to students which may lead to higher test scores
- Improved student attitude, enthusiasm, and engagement.
- Improved student retention
- Higher job placement rates
- Richer classroom content

### **Life Skills**

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Life skills based education combines learning experiences that promote the acquisition of new knowledge and attitudes as well as the skills to change behaviors. Life skills-based education is a critical component of quality education. Through life skills, we:

- Promote positive self esteem, self-awareness and motivation for learning.
- Build character, ethics and good decision making skills.
- Emphasize written and verbal communication.
- Learn and teach from one another—*“Each one, Teach one.”*

### Character Building

- To promote core ethical values as the basis of good character for all students attending Lifeline Education Charter School.
- To provide positive role models for students by all Lifeline Education Charter School teachers, staff and administrators demonstrating exemplary character traits.
- To work as a team empowering students to adhere to Lifeline Education Charter School’s 6 core values at school, home and in the community.

### Community Service

- To promote the many unique characteristics Lifeline Education Charter School students have.
- To assist the community in its many needs.
- To help students “open” their eyes to the many challenges people experience every day.

### Partnerships

- To work as a team with parents and the community in order to help foster a positive learning environment and to enhance and set high standards for academic performance.
- To work with families and community to showcase the value of education in school with tangible value of lifelong living.
- To encourage parents, community leaders, and teachers to act as role models, guides, and advisors for the students.

## AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

Public school reform has become the #1 social issue for the United States of America. While most acknowledge the challenges of the public education system, the discussion to date has largely focused on governance issues. Lifeline Education Charter School intends to refocus the debate on a future vision for public schools in California about which all stakeholders are enthusiastic. Simply put, every child should have the opportunity to choose a school that meets their needs.

An educated person in the 21<sup>st</sup> century is creative, self-actualized, and enlightened. The student is a self-motivated, literate, bilingually fluent, and a lifelong learner who is resourceful, technologically proficient, and globally competitive. An educated person in the 21<sup>st</sup> century must also possess the necessary skills and understanding to participate and work productively in a multi-cultural globally oriented environment using technology to its full potential

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Rooted in his/her culture, a 21<sup>st</sup> century educated person has a strong sense of moral ethics and respects the diverse culture present in today's society. Perceiving his or her self as a part of a larger community, that person is socially responsible, politically aware and an environmental steward. He/she utilizes critical thinking and creativity to positively impact his/her surroundings; make healthy personal choices and find balance in the appreciation for his/her own well-being.

Honest and respectful, the educated person in the 21<sup>st</sup> century makes sound ethical/moral choices. His or her concern for social justice enables him or her to create sustainable solutions through cross-cultural collaboration, respect for divergent opinions and peaceful co-existence.

The educated person in the 21<sup>st</sup> century embraces the "traditional" and seeks new challenges and new paradigms. Driven by hope and courage, he or she is resilient in facing obstacles and makes life-sustaining decisions. At Lifeline Education Charter School we are confident that the environment that we cultivate positively influences the potential for each student to become an educated person in the 21<sup>st</sup> century.

The Secretary's Commission on Achieving Necessary Skills report (SCANS) developed by the US Department of Labor in 1991 outlines what skills will prepare today's youth to participate in the modern workplace. The report breaks down these skills into "foundation skills" and "competencies." The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, information gathering and processing skills, and the ability to find, organize and deploy resources.

The Board Members, Parent Advisory Committee, and staff at Lifeline Education Charter School agree in large part with this report's conclusions and believe that educated people in the 21<sup>st</sup> century must possess many of these skills in order to reach their potential and be productive members of society. Underlying this report is the realization that even more than in the later 20<sup>th</sup> century; information and communication are the hallmarks of the ever changing and ever shrinking 21<sup>st</sup> century world. To function effectively in this environment and in the 21<sup>st</sup> century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums;
- Communicate effectively using spoken words, written text, symbols (mathematical and graphical);
- Think creatively and logically to make decisions and solve problems;
- Adapt to change and work within a multi-cultural society

An educated person in the 21<sup>st</sup> century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to have a passion for: learning how to learn, and for asking questions and getting information. An educated person is self-motivated and driven to learn throughout his or her life.

It is the objective of Lifeline Education Charter School to enable students to become self-motivated, competent, lifelong learners.

### **HOW LEARNING BEST OCCURS**

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Research and working with students who have varying education levels highlights one fact: homogenous instruction does not work for all students. Lifeline has built its philosophy and educational program around multiple “best practices” that aid and benefit all students, allowing them the best opportunity for learning to occur. Understanding our students’ cultural background, past experiences or lack thereof, support of their family and community and support by a staff that believes all children can learn, is the key to their success. Lifeline provides an atmosphere that strives to incorporate all of these vital components into the learning process by providing the staff strong, targeted professional development of our staff. This training is founded in the latest research by such practioners as Ruby Payne, Douglass Reeves, and Mike Schmoker and highly recognized organizations as the Harvard School of Educational Studies, WestEd, and McREL. All strategies are founded on highly respected research by such individuals and organizations and are applied to each educational opportunity.

### **Connections with all Stakeholders**

The old proverb, “it takes a village to raise a child” is the core to Lifeline’s philosophy. Lifeline realizes that a major factor influencing a student’s ability to learn comes from the support that a student receives from their school, parents, and community. Lifeline believes that when the school and the community join to create an environment that is nurturing, warm, friendly, and welcoming, students can and will excel academically. Teachers and administrators play an important role in bringing these influencing forces together to support their students. Through the Prescriptive Individual Learning Plans, Lifeline assesses each student to discover areas of deficit and adjusts/accommodates the program to provide support for each area of need. Weekly or monthly monitoring meetings with parents, celebration activities in which the community is invited to share in success, community service, and positive communication with local media help to foster a supportive atmosphere for all students. Lifeline continually strives to become part of a seamless connection between their home, neighbors, peers, businesses, staff, and family.

### **Engaging Learning Environment**

Research shows that learning best occurs when students and teachers feel engaged in the learning process. Students need to be intrinsically motivated to learn and should be inspired and challenged by teachers. Ideally, teachers and students should act as partners working on a very important joint project; students’ educational and personal development. The curriculum must be developed by taking into account areas of high interest for the student. In the world today, students are searching for relevancy of the learning to real world experiences. No longer can learning be treated as an isolated set of items to be memorized but rather part of the very fabric of what makes life meaningful.

### **Lifelong Learners**

To develop lifelong learners, Lifeline recognizes the need for students to understand the relevancy of what they are learning and applying it to constructive projects and activities. Nothing motivates student learning more than understanding why a piece of information or a skill is valuable to their personal dreams and/or daily lives. Applying knowledge and skills to projects or to solve problems, also facilitates interdisciplinary opportunities, which enhance the comprehension of the subject areas individually and

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give the student a complete picture of how bodies of knowledge fit together. The students through direct instruction supported by self-directed projects form a unique and lifelong learning experience.

### **BEST CLASSROOM AND TEACHING STRATEGIES**

Lifeline Education Charter School believes and has seen that learning best occurs by using:

- Direct instruction by a highly qualified staff
- Supportive project based learning tied directly to application of concepts
- Cooperative independent learning environments providing a place for students to succeed and be challenged
- Interdisciplinary courses linking courses to a common theme and learning which is inter-related
- Individualized learning plans for special needs students and general education students, taking into account the needs at every level
- Class discussions involving all students where their ideas are respected and considered as a way of getting to an answer
- Lectures when necessary

Teaching Best Occurs When Staff Members:

- Believe that all children deserve access to an excellent education in their own community and the concept that all students can learn. Some learning may need to be accommodated, however all students can learn
- Have high expectations for all students
- Provide engaging instruction, rigorous, challenging courses which challenge students to think and solve problems
- Use technology to help visualize the material and develop creative methods for the discovery of how technology tools will be used as secondary support to their own problem solving skills
- Align performance, content standards, and assessment to curriculum and instruction creating “the big idea,” and essential questions which guide the learning
- Have a **supportive** relationship with the parents while still teaching parents “How to be a parent in the 21<sup>st</sup> Century”
- Develop strong bonds/relationships with parents
- Incorporate Life Skills into every subject
- Incorporate Character Building into every subject

In order to best serve students and give them access to the best education possible, the staff at Lifeline Education Charter School works as a coherent team. The staff uses results from standardized tests to assess student performance and improve their own instruction; data from student unit assessments to progressively monitor student performance and the need for re-teaching; and portfolios and teacher assessments to develop a PILP (Prescriptive Individual Learning Plan) for each student. Family involvement in a student’s education is one of the most important ingredients to student success. Families should be expected to participate in their children’s educational experience, the development of each student’s individualized performance goals, and assessing achievement of those goals. Through regularly scheduled progress monitoring meetings, parents will be given data that will show the student progress and provide suggestions to the parent as to how they can offer support at home.

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### **FOUNDATION FOR SUCCESS**

Lifeline Education Charter School students are put into a supportive environment and given the support opportunity to learn the skills they need to succeed. Lifeline understands that many students will not be at grade level when enrolling at Lifeline. Taking that into account, Lifeline implements a variety of support mechanisms including extra time for literacy and writing, and skill building exercises in all core classes. A wide-spread issue with most students coming to Lifeline is their ineffective reading skills.

In September, 2009, the middle school teachers were immersed in training for Language! a program which has helped many schools overcome the reading barrier. Nearly all middle school students were enrolled in the course at various achievement levels. By the end of the year, students had increased their reading achievement by at least 3 grade levels. Unfortunately, during the 2010-2011 school year, new administration felt the need to cancel the program due to financial reasons and the negative impact on state assessments showed the change. Not all issues could be directly targeted at the demise of the Language! program, but it was certainly a missing keystone to student success.

This year, 2011/2012 Language! has been re-instated during the after school program and is doing very well. To ensure student success, a free student support program is also offered to assist students who need homework help and tutoring in Lifeline's after school tutoring program. In addition, as part of the foundation for success, multiple intelligences are recognized, accepted, and evaluated. In this type of environment the entire school community values, respects, and appreciates each student's unique learning style.

Lifeline Education Charter School through its research at the localized and broad-based levels, has developed its own set of curriculum and instructional support systems tailored to address multiple intelligences and each student's specific needs, all while being paralleled to the California Standards. To support Lifeline's custom tailored curriculum, Data Director, Language, and Plato supplemental curriculum is also used to ensure that all standards are addressed. This curriculum is a California State approved supplemental curriculum and written directly to the California Standards by teachers. This supplemental curriculum is used by schools state wide with positive and effective results.

### **School Design and Class Schedule**

Lifeline Education Charter School offers classes that allow for a wide range of educational options, rather than a range of classes, which exclude diverse educational options. Lifeline Education Charter School will have at least 179 instructional days and an additional 10 professional development days for its teachers. It will meet or exceed the required number of minutes of instruction as set forth in Education Code §47612.5.

Individual classes (periods), are scheduled to last either 50 or 54 minutes (middle school and high school respectively) per period. On regular school days, middle school students will receive 360 instructional minutes for a total of 57,240. On regular school days, high school students will receive 375 instructional

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minutes for a total of 65,235 annual instructional minutes. Both schools exceed the required minimum instructional minutes set forth by the California Department of Education.

A 28:1 student-to-teacher ratio is targeted to provide students individual attention and help teachers instruct effectively in classes that typically have students at varying proficiency levels.

Students must take core classes in Math, English Language Arts, Science, and Social Studies. Other courses that we offer to balance the overall educational experience Life Skills focus on a deliberate student "Success Plan" that helps the student to successfully transition from school to the work/community environments. The Life Skills program includes: college preparation, decision making, communication skills, goal setting, accountability, gender issues, budgeting and financing. Students also choose elective classes in technology, art and foreign language classes.



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### 2011-2012 School Calendar

Month	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Days	
September-11						5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30							18
October-11	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31											20
November-11		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30									19
December-11				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30							12
January-12	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31										16
February-12			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29									19
March-12				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30							22
April-12	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30											15
May-12		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31								22
June-12					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22												16

### 2011-2012 Bell Schedule

MIDDLE SCHOOL	CLASS PERIOD	HIGH SCHOOL
08:00-08:50	1st	08:00-08:54
08:55-09:45	2nd	08:58-09:52
09:50-10:40	3rd	09:58-10:52
10:45-11:15	Lunch A	10:56-11:24
11:15-11:50	Lunch A (CST Prep)	11:24-11:54
10:45-11:20	Lunch B (CST Prep)	10:56-11:26
11:20-11:50	Lunch B	11:26-11:54
11:50-12:40	4th	11:54-12:48
12:45-01:35	5th	12:52-01:46
01:40-02:30	6th	01:51-02:45

### Methods of Instruction

The educators at Lifeline Education Charter School are trained in a number of instructional strategies to respond to the students' learning needs. The primary deductive strategy employed is *Direct Instruction*, and the primary inductive strategy is *Project Based Learning*. Teachers are directly involved in the instruction of each of their students whether it be direct instruction or Project Based Learning. Teachers are trained to differentiate the curriculum to meet the individual needs of the students in their classes. Combining this with the nineteen teaching strategies as presented by Robert J. Marzano, teachers are given a variety of teaching moments in which to engage students.

#### *Primary Deductive Strategy – Direct Instruction*

The primary method of instruction at Lifeline is *direct instruction* by a highly qualified teacher. The school and staff strongly feel that this more traditional approach to teaching will benefit Lifeline's student population of struggling learners. Educational research points to direct instruction as one of the best teaching approaches for vulnerable learners. Teachers remain alert to the behaviors, test scores, and daily

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interactions of all their students. They drive the pacing of the instruction for the day, keeping students on task and avoiding situations that steal time from the learning process. Teachers have had to learn that pure lecture doesn't work. A combination of a targeted presentation of the learning and transition to a time of individual discovery by students, to a daily time to put their discovery in writing has helped the instructional process greatly. We call this "little DI." During those classes when time of instruction is very tight and every minute counts, teachers in special intervention classes such as Language! practice some of the instructional behaviors of BIG DI, or formal Direct Instruction. Lifeline believes this more traditional approach to teaching will benefit Lifeline's student population of struggling learners.

Educational research points to direct instruction as the best teaching approach for vulnerable learners. However, the strategies from formal Direct Instruction (BIG DI) found in programs such as Language! use some of the basic parts of this valuable strategy for students lacking an acquired skill from their early learning years, and immerse them in a strict processing classroom culture in order to make up for time. Direct Instruction is Lifeline's primary method of instruction. Lifeline believes this more traditional approach to teaching will benefit Lifeline's student population of struggling learners. Educational research points to direct instruction as the best teaching approach for vulnerable learners.

Direct Instruction ("DI") is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning. It also requires that students be assessed on a regular basis and instruction is therefore adjusted based upon those results. Teachers are finding that they must review the effects of the previous days instruction and make adjustments to their lesson plans for the next day. This is the only way to assess the effectiveness of the instructional atmosphere in each classroom.

A crucial element in the implementation of DI in most cases is change. Teachers will generally be required to behave differently than before and schools may need an entirely different organization than they previously employed. Even staff members will be called upon to alter some operations. The infusion of high level processing skills as defined by the New Bloom's Taxonomy move students to a higher thinking level, allowing them to successfully solve complex issues. Moving them to a level of analysis and synthesis from basic memorization (recall) and decision making will be imperative for them to become successful decision makers in everyday life.

The popular valuing of teacher creativity and autonomy as high priorities must give way to a willingness to follow certain carefully prescribed instructional practices. (Remaining the same, however, are the importance of hard work, dedication and commitment to students.) It is crucial that all concerned adopt and internalize the belief that all students, if properly taught, can learn.

Direct Instruction allows the teacher to carefully sequence the information in a manner that the students can grasp. The sequencing allows the teacher to work with students who need extra help, while simultaneously allowing advanced students to apply the knowledge in many different forms. Lifeline students come from a wide variety of educational backgrounds. Many have educational gaps, which hinder their ability to effectively master objectives without direct aid.

Guiding principles of DI include: every child can learn if we teach him or her carefully, and all teachers can be successful when given effective programs and instructional delivery techniques. Thus, ultimately it

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is the teacher who is responsible for student learning; students are not blamed for their failure to learn. One often hears the statement, "If the learner hasn't learned, the teacher has not taught" in reference to DI programs and instructional delivery (see Tarver, 1999 for further details). The structure of DI is of utmost importance to ensure students are given the instruction by the teacher with the highest level of fidelity to the program.

The goal of DI is to "do more in less time"—accelerating student learning by carefully controlling the features of curriculum design and instructional delivery. There are four main components to the design and delivery of DI programs. These include:

- (a) program design,
- (b) organization of instruction,
- (c) teacher/student interactions and
- (d) fidelity of instruction and adherence to the program design

Program design relates to (a) careful content analysis that promotes generalization (teaching the "big ideas" of instruction); (b) clear communication (the "wording of instruction" as well as how instruction is sequenced and examples are introduced); (c) clear instructional formats (specifies what teachers are to do/say and what responses students should produce); (d) sequencing of skills (prerequisites are taught before a strategy is taught; easy skills are taught before more difficult skills; strategies/information likely to be confused are separated; instances consistent with a rule are taught before exceptions); and (e) track organization (activity sequences are targeted that teach skills over multiple lessons to ensure firm responding).

Organization of instruction centers on (a) instructional grouping (using flexible skill grouping as compared to "tracking"); (b) instructional time (increasing academic learning time—the time students are engaged with high success rates); and (c) continuous assessment (providing ongoing in-program assessments to inform instructional practice).

Teacher-student interactions include (a) active student participation (increasing opportunities for students to respond and receive feedback); (b) unison responding (increasing students' responding by having them chorally respond); (c) signals (providing a cue to evoke unison oral responses); (d) pacing (promoting active student engagement with brisk teacher pacing); (e) teaching to mastery (ensuring firm responding over time); (f) error corrections (minimizing student errors by carefully sequencing instruction; when errors do occur, using careful error correction procedures—model, lead, test, retest); and (g) motivation (enhancing motivation through high levels of student success).

Careful benchmark assessing using such instruments Data Director and Plato will help successfully place students in order to attain the highest level of success. Using these assessments, along with teacher evaluation and state assessment scores will help level classes and thus ensure the Direct Instruction strategies will have a stronger affect.

### **Primary Inductive Strategy – Project Based Learning**

Project based learning, although not our primary method of teaching, is incorporated into Direct Instruction in various subjects and classrooms. This inductive strategy will provide a basis of learning in

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a more hands on approach. PBL helps make learning relevant and useful to students by establishing connections to life outside the classroom; addressing real world concerns and developing real world skills.

Project based learning allows the student to personalize learning. Experience and application enhances the learning by the student generating connection in his or her own life. This connection is shown to enhance life learning; not just mastery of content. Project Based Learning ("PBL") is a systematic teaching method where students work in teams to explore real-world problems and create presentations to share what they have learned. Compared with learning solely from textbooks, this approach has many benefits including, deeper knowledge of subject matter, increased self-direction and motivation, and improved research and problem-solving skills.

Project Based Learning, or PBL (often "PjBL" to avoid confusion with "Problem-based Learning"), is a constructivist pedagogy that intends to bring about deep learning by allowing learners to use an inquiry based approach to engage with issues and questions that are rich, real and relevant to their lives.

### PURPOSE

Project Based Learning is designed to be used for complex issues that require students to construct solutions through exploration, design, production, and presentation in order to gain deeper understanding in their learning. It is not useful to use PBL for easy to learn factual information.

PBL is effective because it engages students in their own learning. Students learn skills necessary for success in the work world including personal and shared accountability, teamwork, communication, goal setting, problem-solving, and decision-making. Motivation is improved because students see the value and relevance of their learning experiences, and students begin to connect their work in school with how they can contribute to their community. Students develop critical thinking skills to solve never-before-seen problems or differently worded questions. Students connect their learning to physical anchors that enables better transfer of learning into long-term memory. Both are skills that improve achievement on standardized tests and start students on the path to becoming inspired lifelong learners.

### STRUCTURE

PBL is an approach for classroom activity that emphasizes learning activities that are long-term, interdisciplinary and student-centered. This approach provides more student autonomy than traditional, teacher-led classroom activities; in a project-based class, students often must organize their own work and manage their own time. Teachers, often in collaboration with students, provide project criteria to help students structure their time, research, and production needs. Within the project based learning framework, students collaborate with peers, teachers, and project-relevant expert adults from the community; working together to make sense of real-world issues. Products created in PBL are publicly presented to an authentic audience of peers and, whenever possible, community members. Project-based instruction differs from inquiry-based activity by its emphasis on collaborative learning. Additionally, project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned.

### ELEMENTS

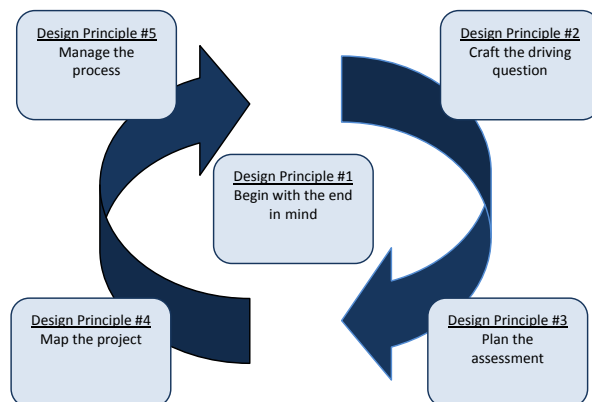
Elements of a good Project Based Learning experience include:

- A well devised question or issue that is rich, real and relevant to the students lives
- Real world use of technology

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- Student-directed learning and/or the deliberate engagement of student voice
- Student collaboration with peers and adults
- Multi-disciplinary components
- Frequent teacher, peer, and self assessment of student work
- Long term (more than 3 weeks) time frame
- Outcomes-based, with artifact/s, presentation/s, or action/s produced from the inquiry
- Authentic audience for student products



\*Designed by PBL-Online

### ACTIVITIES

When used with 21st century skills, Project based learning is more than just an internet research task. Within this type of project, students are expected to use technology in meaningful ways to help them investigate and/or present their learning. Where technology is infused throughout the project, a more appropriate term for the pedagogy can be referred to as **iPBL** (copyright 2006, ITJAB), to reflect the emphasis of technological skills AND academic content. The PROMOTE Georgia Project is an excellent example of iPBL. This 2002 Georgia Department of Education initiative was developed by a team of instructional technologists. When used effectively, research has shown PBL, and iPBL, helps teachers create a high-performing classroom in which teachers and students form a powerful learning community. The aim is for real-life context and technology to meet and achieve outcomes in the curriculum through an inquiry based approach. A PBL approach is designed to encourage students to become independent workers, critical thinkers, and lifelong learners. Many teachers and researches involved in PBL believe it makes school more meaningful as it provides in-depth investigations of real-world topics and significant issues worthy of each individual child's attention and investigation.

Teachers and students are held accountable to learning subject-area content for projects. Content standards and curricular goals are clearly stated so that students understand the competencies that must be demonstrated in the process and production of projects. Teachers will improve the effectiveness of lessons through analysis and critique of student work to inform development of future projects. Teachers will collaborate to share professional expertise and experience to improve the learning of all students.

### ROLES

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PBL relies on learning groups; student groups determine how to work together by delegating all aspects of the project within the group and in so doing, not only encourage leadership skills, but instill interdependence, a skill necessary to succeed in their own future careers. This is what makes PBL constructivist.

After a few project-based learning cycles, the school culture begins to revolve around the learning groups; success in projects helps determine community status. Status is also achieved by helping less confident students succeed in projects.

### **OUTCOMES**

More important than learning a topic or subject, students need to learn to work in a community, thereby taking on social responsibilities. The most significant contributions of PBL have been in schools languishing in poverty stricken areas; when students take responsibility, or ownership, for their learning, student learning improves and their self-esteem soars. In standardized tests, languishing schools have been able to raise their testing grades a full level by implementing PBL.

### **Summary of Learning Strategies**

Research shows that when incorporating direct instruction and project based learning there is an increase in the students' chances of mastering the standard and the learning is retained longer. At Lifeline Education Charter School our goal is to use project based learning as an enhancement to direct instruction, allowing the students to understand how what they learn in school will be used and replicated in real life situations. According to the needs of the class, the goal is to offer Project Based Learning approximately once per semester.

### **Core Curriculum**

The foundation of Lifeline Education Charter School's curriculum is pillared by the core standards set by the California Department of Education. The curriculum is regularly reviewed and assessed based upon benchmarks the curriculum team sets. The curriculum team is made up of administrators, the curriculum advisor, and various teachers.

The tools used to make benchmark assessments of the programs are selected from released questions from the California Standards Test ("CST"), the California High School Exit Exam ("CAHSEE"), and CELDT, as well as standards driven pre and post assessments. The state mandated testing window for CST and structured days for CAHSEE are set by the Department of Education. School assessments are done three times a year; at the beginning of school year (used as a placement test), at the beginning of second semester (to track progress and modify the student's current placement as needed), and at the ending of the school year (to verify results). This is done for all students grade 6-12. By constantly reviewing and inspecting the data and discussing the methods of instruction, Lifeline is able to design, adjust and ensure that the curriculum remains relevant and responsive to each individual student attending Lifeline Education Charter School.

Lifeline Education Charter School's curriculum team is responsible for creating curriculum that is challenging and parallels with the content standards set by the California Department of Education. The Assessment Team will meet each summer to investigate those programs approved by the state that may be used for intervention. Students having a difficult time in English Language Arts and Math will be placed

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in a “shadow” class which will give them support to be successful in the English Language Arts and Math class. This highly successful structure will also be used with EL and Special Needs students. If budget permits, students will be given access at home via web based programs in order to be given additional time for intervention.

Curriculum and instruction at Lifeline Education Charter School is linked to standards and assessments. The Curriculum Team has molded our curriculum and tailored it to the specifications required by the State of California Standards while adapting it to the students of Lifeline Education Charter School. The curriculum focuses on enhancing student strengths and building areas of weakness. Instead of having a curriculum that measures students against students, Lifeline Education Charter School implements a curriculum that values mastery of concepts and skills that enable them to do well in their academic lives and take advantage of life’s opportunities. Continual local research is regularly being conducted. The current instructional methods will continue to evolve and adapt ensuring it remains effective and relevant to the students of Lifeline.

The Campus Administrator consults with parents regarding Lifeline’s educational programs on a broad basis through PTA meetings, newsletters and school educational pamphlets. The Campus Administrator will also hold individual conferences concerning ILP (individual learning plans).

Research has shown that there are three key processes in education that must be aligned to improve student achievement:

- 1) Standards and curriculum
- 2) Instruction
- 3) Assessments

The staff at Lifeline continually aims at aligning all three. There are regular lesson plan review sessions and opportunities to express ideas and strategies for reaching total alignment of all three key areas. Particular attention has been paid to addressing alignment of instruction and assessment. The educational staff regularly meet to review progress in this area.

Lifeline’s curriculum coordinator focuses primarily on curriculum and on instructional strategies, supports teachers by reinforcing the goals set by the curriculum team and aiding in implementing sound strategies to ensure all students master standards. The coordinator meets with individual instructors as often as needed, sometimes daily depending on the instructor’s level of experience, to aid in use and implementation of resource materials and development of instructional strategies to ensure **all** students demonstrate proficiency of the core curriculum.

### **Professional Development**

Each academic department individually and collectively attends training workshops throughout the year in an attempt to examine a variety of appropriate instructional program materials that reinforce and extend skills, accommodate learning styles and ensure achievement of the State standards. All of the Departments are currently looking for ways to include a Project Based Learning approach through various research, individual, group and class projects.

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To ensure maximum benefit from staff development opportunities, Lifeline Education Charter School provides planning periods for all staff. Each week the curriculum coordinator meets with each teacher, and the entire teaching staff meets as a whole monthly. During this time the staff receive training in:

- Aligning each lesson to the State Standards
- Aligning assessments to the State Standards
- Direct instruction strategies
- Classroom management
- Monitoring students' mastery of the standards
- Utilizing technology in the classroom
- Relieving stress in the workplace
- Meeting the needs of our Special Education students

Individuals have also been sent to offsite workshops for a wide variety of subjects such as:

- Funding sources to ensure the development of future professional development (ED source)
- Targeted Math Strengthening the math program (CEEA)
- Improve our writing program (The Stack the Deck Writing Program, VANTAGE, etc.)
- Improving classroom instruction (Data Works, middle and high school state-wide conferences, QUE)
- **Teachers will be trained and certified in EL Strategies in both SADIE and ELD.**

Lifeline Education Charter School also relies on other various training seminars conducted by The Charter School Association and similar organizations. In 2008 New West Charter became a mentor for Lifeline. New West Charter teachers mentored 4 of Lifeline's teachers in areas such as teaching strategies, lesson planning, instruction strategies, classroom management, and other necessary instructional areas. New West Charter will continue to mentor in the upcoming school year.

### Textbooks

All the books used are on the State Approved list and are in unison with our curriculum. Books are correlated to directly align with the California State Content Standards. Many resource materials are also derived from these textbooks.

### English

6 <sup>th</sup>	Holt	Literature Introduced
7 <sup>th</sup>	Holt	Literature and Language Arts
8 <sup>th</sup>	Glencoe	The Reader's Choice # 3
9 <sup>th</sup>	McDougal Littell	Literature
10 <sup>th</sup>	Glencoe	Literature
11 <sup>th</sup>	Glencoe	Literature (American)
12 <sup>th</sup>	Glencoe	Literature British

### Mathematics

6 <sup>th</sup>	Glencoe	Mathematics 2
7 <sup>th</sup>	Glencoe	Pre-Algebra
8 <sup>th</sup>	Glencoe	Algebra I
Algebra 1	Glencoe	Algebra I



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Geometry	Glencoe	Geometry
Algebra 2	Glencoe	Algebra II
<b><u>Science</u></b>		
Earth Science	Glencoe	Earth Science
Life Science	Glencoe	Life Science
Physical Science	Glencoe	Physical Science
		Earth Science
		Geology, the Environment, and the Universe
Earth Science	Glencoe	Biology
Biology	Prentice Hall	Chemistry
		Matter and Change
Chemistry	Glencoe	College Physics
Physics	Serway/Faughn	

### **History/Social Studies**

Ancient Civilization	TCI	History Alive - Ancient World
		History Alive - Medieval World
World History	TCI	History Alive - The United States
American History	TCI	
	McDougal	
World History	Littell	Modern World History
	McDougal	
American History	Littell	The Americans
Government	Glencoe	Government
Economics	Glencoe	Economics

### **Foreign Language - Spanish**

Spanish I	Prentice Hall	PASO A PASO 1
Spanish II	Prentice Hall	PASO A PASO 2

### **Scope & Sequence**

Please find the Scope and Sequence section attached as Appendix I.

## **ACADEMIC ACHIEVEMENT STANDARDS**

### **Academic Courses**

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The courses offered at Lifeline Education Charter School are structured to prepare students to matriculate to college and/or enter the work force. The curriculum team and the faculty actively engage in Professional Learning Communities (“PLC”) where they review the results on unit tests and other student work and determine what strategies are working and which are not. Adjustments to the curriculum calendar, instructional strategies, or emphasis on specific topics are discussed and adjusted to improve the delivery of instruction. Teachers and administration are constantly relying on student data to shape the monitoring and adjusting of the curriculum. Decisions also must be made as to the type of intervention to offer students immediately. Each course is developed to meet educational benchmarks, increase the student’s capability and individual growth. As mentioned above, the faculty reviews which activities are successful, including the following elements: technology-assisted education, the integration of multi-cultural components throughout the curriculum in recognition of the school’s ethnic diversity, community-based learning, and a career education component utilizing community and parent resources.

Lifeline Education Charter School students have similar graduation requirements as most local and county school districts. Students are placed on an exclusive four year graduation plan to meet (and at times exceed) the requirements for enrollment into the California State University or University of California systems right out of high school. Students study English/Language Arts and Science, Math, History/Social Studies, a foreign language, Art, Computers/Technology, Health and Physical Education. Lifeline Education Charter School students must demonstrate mastery of a core set of basic academic skills before moving onto higher-level, more abstract material.

### Courses for Graduation

Lifeline strives to offer challenging curriculum aligned with the California State Standards and with the University of California a-g requirements. These requirements are respected as the most comprehensive and general guideline for university competency around the country. Our students are held to those standards and are placed in a four year graduation plan as follows:

- English - 4 years required: Four years of college preparatory English based on California State Standards for English Language Arts.
- Mathematics - 3 years required, 4 recommended: Three years of mathematics, including elementary algebra, geometry, and second year (advanced) algebra. Mathematics courses taken in grades 7 and 8 may be used to fulfill part of this requirement if the completed course is equivalent to the offered course and was passed with a minimum grade letter of “B.” A year of Pre-Calculus and Trigonometry is offered for students striving to complete a fourth year of math.
- History/Social Science - 3 years required: Three years of history/social science including one year of U.S. history, one year of World history, and one-half year of Economics and one-half year of Civics or American Government.
- Science – 2 years required, 3 recommended: Two years of science including one year of Biology and one year of Chemistry. Science also includes an accompanying lab. Physics is offered for students striving to complete a third year of study.
- Physical Education – 2 years required: The 2-year program reflects the goals of the California Framework for Physical Education:
  - Develop movement skills and movement knowledge
  - Self-Image and Personal Development
  - Social Development

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- State mandated physical fitness testing will be held for all 9<sup>th</sup> grade students as per charter school and state agreements.
- NOTE: Beginning with the class of 2012, 9<sup>th</sup> grade students must pass 5 out of the 6 Physical Education Proficiencies in the 9th grade. If they fail to pass 5 out of 6 they will need to continue to take the proficiency test in 10<sup>th</sup> grade and pass those proficiencies not passed during the prior year. Students will remain in PE until 5 out of 6 are passed.
- Language Other than English (Spanish) - 2 years required, 3 recommended: Two years of the same language other than English. Spanish emphasizes speaking and understanding, and includes instruction in grammar, vocabulary, reading, and composition.
- Visual and Performing Arts - 2 years required for all freshman beginning 2008-09: Courses offered meet the four components of 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context and 4) Aesthetic Valuing as outlined by the California Visual and Performing Arts Framework
- Electives – 4 years required: Courses offered prepare students for transitioning from school to institutions of higher learning and/or careers.

Courses for Graduation	2010-2011 Lifeline Education Charter School Requirements	U.C./CSU Requirements
<b>English</b> English I English II English III English IV	4	4
<b>Mathematics</b> Algebra I Geometry Algebra II Calculus	3 (4 recommended)	3 (4 recommended)
<b>History/Social Science</b> World History U.S. History Government Economics	3	2
<b>Science</b> Earth Science Biology Chemistry	2 (3 recommended)	2 (3 recommended)
<b>Physical Education</b> P.E. I P.E. II	2	
<b>Foreign Language</b> Spanish I Spanish II	2 (3 recommended)	2 (3 recommended)

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<b>Visual and Performing Arts</b> Art Performing Arts Music	2	1
<b>Electives</b> Technical Arts Intro to Computers World Geography Life Skills Driver's Education Health Sports Journalism Yearbook	4	1

The Lifeline faculty selects educational objectives for each student using information about the student's academic and psychological needs and interests, contemporary life, and aspects of the subject matter that are useful to everyone. Data sources for the curriculum include standardized and classroom tests, teacher observation, on-going academic performance, and college/university feedback.

### **Parent Notification about Transferability/Eligibility of Courses**

Ensuring that all courses meet UC/CSU eligibility requirements will not only ensure rigor and relevance for students but also acceptability if students were to transfer to other high schools in California. The school is preparing to apply to the Western Association of Schools and Colleges (WASC) for preliminary accreditation. Parents will be periodically and regularly informed about the progress of the UC course application and audit process as well as the WASC accreditation status. Our student and parent handbook will contain information about transferability of courses taken at Lifeline Education Charter School.

A letter from Lifeline Education Charter School will be sent to parents at the beginning of each school year informing them of the transferability of courses to other public high schools and eligibility of courses to meet college entrance requirements.

## **SPECIALIZED PROGRAMS**

### **Concentrated Tutoring**

Lifeline Education Charter School has also implemented multiple tutoring opportunities aimed specifically at addressing student's individual needs. Each program below has a specific focus.

### **California Standards Test (CST)**

All students except seniors must participate in the California Standards Testing exams take this course. The preparatory course is offered as an elective during the regular school schedule. The objectives of the prep course are as follows:

- Students will develop an understanding of the format of the exam.
- Students will be acquainted with the format of the answer document.
- Students will be familiar with the subject content of the exam.
- Students will be familiar with time restraints associated with the exam.

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- Students will demonstrate mastery of content knowledge.
- Special needs students will be given CAPA, CMA and **STS** appropriate to the student's level placement (Learning handicapped, Severely handicapped)

### After School Tutoring

In this program, teachers offer their time after school to review what is being taught in the classroom. This program is open to all students, but the focus is on those students whose best efforts result in below average academic achievement. Students with a "C" or below are strongly encouraged to take advantage of this program. The focus of this program is student academic achievement, mastery of established benchmarks, and preparations for state examinations.

### After School Education and Safety Program (ASES)

Lifeline was awarded an ASES grant and began implementing the program to its 6th through 8th graders on September 7, 2011. Please review the information below as described by the CDE website.

### **Introduction**

The After School Education and Safety (ASES) Program is the result of the 2002 voter-approved initiative, Proposition 49. This proposition amended California *Education Code (EC)* 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9). Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The current funding level for the ASES program is \$550 million.

### **Purpose and Objectives**

The ASES program provides an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program legislation to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades K-9.

### **Program Elements**

The ASES program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. After school programs must consist of the two elements below and ASES program leaders work closely with school site principals and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

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1. An **educational and literacy element** must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
2. The **educational enrichment element** must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

### **Operational Requirements**

All staff members who directly supervise pupils must meet the minimum qualifications, hiring requirements, and procedures for an instructional aide in the school district. School site principals approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1.

A nutritious snack is provided daily to students participating in the program. The snack provided must meet the standards identified in *EC* Section 49430.

ASES grantees are required to operate programs a minimum of 15 hours per week and at least until 6:00 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year.

### **After School Programs**

It is the intent of the legislation that elementary school pupils participate in the full day of the after school program every day. Middle schools may adopt a flexible schedule to meet student needs and interests to accomplish program goals; students may attend three days within nine hours. However, the program must remain operational five days per week and three hours per day on every regular school day.

### **Evaluation Criteria**

Before and/or after school programs participating in the ASES Program are required to submit annual student outcome data to the California Department of Education from local program evaluations. Data must include research-based indicators and measurable student outcomes for academic performance, attendance, and positive behavioral changes. The California Department of Education may consider the results of these evaluations when determining eligibility for three year grant renewal.

### **California High School Exit Examination (CAHSEE) Preparation**

The focus of this program is to prepare and aid students in demonstrating proficiency on the CAHSEE. This program is for all 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students who did not pass one or more parts of the exit exam. The class meets two months before the test on Saturdays and two weekdays after school. Our research shows that this opportunity is needed to relieve the stress associated with high-stakes testing. The objectives of the program are:

- Students will be familiar with the purpose of the exit exam.

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- Students will be familiar with the format of the exit exam.
- Student will identify specific areas of strengths and weakness related to what is being assessed.
- As per state requirements, seniors not passing one or both sections of the CAHSEE will be offered tutoring and opportunities for testing for two years past their original graduation date.
- Special needs students will be provided education at Lifeline Charter Learning Academy until age 22 as per Federal Regulations (IDEA)

### Peer to Peer

John Wooden, retired basketball coach for UCLA said, “*The best way to learn is to teach.*” This program allows students who have demonstrated *mastery* in an academic subject to aid other members of the student body, fortifying both students. To qualify as a tutor, the student must have been recommended by an instructor of the particular subject. This program allows students that need one to one assistance in a subject to receive that help. All tutors are under the supervision of a teacher.

## STUDENTS WITH SPECIAL NEEDS

### Students At-Risk of Retention

While the Charter School holds the same high expectations for all students, faculty and staff members ensure that no individual student falls behind. Lifeline has instituted comprehensive support for all students, such as limiting class size to 28 students, after school tutoring, and assistance during off-time periods that help support students so they do not “fall through the cracks of education.”

### Academically Low-Achieving Students

Upon identification of any student as academically low-achieving either through teacher recommendation or based on the student's grades below a "C":

1. Lifeline informs parents of the student's academic standing within one week of identification.
2. Within three weeks of identification, Lifeline schedules a conference with the SST committee (student, parent, teachers, and administrative staff) to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student receives supplemental support services. In the areas where the student is struggling most the classroom teacher and/or assistant teacher offers one-to-one instruction. The student also participates in programs such as, SRA Reach, *Language!* or the more intense DI (Direct Instruction).
4. The student is enrolled in a remediation program such as the After School Program.
5. Special needs students are by law allowed to attend Lifeline until age 22 as per Federal guidelines (IDEA)
6. Special needs students meeting the qualifying criteria will be offered CAPA, CMA, STS in place of the California Standards Test as be State Education Code.

### Academically High-Achieving Students

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Students identified as "high achievers" will be recommended to attend El Camino College - Compton Campus to take on more challenging curriculum, work on their high school credits, and work on their college credits. Additionally, upon completion of college level mathematics and English, students will be able to take on a full range of courses at the community college such as electives, vocational courses, and assistance courses.

### **Advanced Academic Achiever Program**

Students identified as academically advanced achievers will have their courses supplemented by Plato, an online resource kit used to challenge those students.

### **Promotion and Retention of Students**

There are no social promotions at Lifeline Education Charter School. Students also have the capacity to accelerate far beyond the "age-specified" curriculum based on interest, skill, and mastery of prerequisite knowledge.

Lifeline Education Charter School has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to pursue educational and career goals. The parents are provided at the first PTA meeting each year with the standards and expectations for each student. Promotion and retention of students are based on several assessment measures such as and by the recommendation of the educators or the parents. The ultimate decision will be made by the executive director and the parent/guardian.

The administrative and/or teaching staff prepares a written determination to specify the reasons for retention, including recommendations for interventions that are necessary to assist the student in attaining acceptable levels of academic achievement. The student's parents, the student's teachers, and the administrative staff meet to discuss the written determination.

Students identified for retention must participate in a remediation program (i.e. after-school tutoring and summer school). The staff reassesses the student's academic performance and reevaluates the decision to retain or promote the student at the end of the remediation program.

The staff determines the promotion and retention of special education students according to the individual student's IEP.

### **Serving English Learners**

#### **Overview**

Lifeline Education Charter School will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

#### **Home Language Survey**



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The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

### **CELDT Testing**

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

### **Strategies for English Learner Instruction and Intervention**

Lifeline Education Charter School meets all requirements of federal and state law relative to equal access to the curriculum for English Learners. Our goal is to develop high quality instructional programs and services for English Learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards, in the same proportion, as native-English speaking students. Native Spanish-speakers also continue to study Spanish in order to capitalize on their potential to become bilingual and bi-literate in Spanish and English. To prepare students for the complexities of a diverse and multicultural world, Lifeline Education Charter School emphasizes the strength of being bilingual.

The English Language Literacy intensive component of the program supports English Learner students through:

- A teaching staff qualified in second language pedagogy;
- An after school program and summer school program with a strong language literacy focus

Lifeline Education Charter School administers the CELDT, which initially identifies students as English Learners, determines individual student level of English proficiency, and assesses student progress in acquiring English proficiency. Listening, speaking, reading, and writing skills are assessed. Students receive a score identifying their English proficiency level:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Students are classified as Fluent English Proficient if they achieve an overall proficiency level of Early Advanced or above and proficiency levels of Intermediate or above in all three test components (listening/speaking, reading, and writing). Students scoring below the Early Advanced level are identified as English Learners.

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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The CELDT is administered to all new students with a home language other than English (as indicated on their Home Language Survey) and to all English Learners annually to determine student's individual proficiency level for reclassifying students to Fluent English Proficient ("FEP"). Once an English Learner student is identified, a conference is scheduled with the parent to outline the instructional program, the teacher's role in implementing the instructional program, the Charter School's role in supporting the instructional program, and the parents' role in supporting the instructional program.

Lifeline Education Charter School will continue to comply with all federal, state, and judicial mandates for English Learners. The school will have a Charter School assigned evaluator test and assess the English proficiency of EL students, using the CELDT.

All students identified by their Home Language survey are given the CELDT at least once yearly to measure their progress towards proficiency in the English language. The results of the 2010-2011 CELDT test administration for grades 9-11 are as follows:

Grade	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
9 <sup>th</sup>	0	0	0	0	2
10 <sup>th</sup>	0	2	3	1	0
11 <sup>th</sup>	0	0	3	3	2
12 <sup>th</sup>	1	2	1	1	0

Lifeline Education Charter School is dedicated to providing all English Learners with an exceptional education and transitioning them into English Proficiency as soon as possible. Lifeline Education Charter School also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's score curriculum, enrichment programs, and life-skills curriculum.

Lifeline Education Charter School seeks to hire faculty who have received CLAD (Cross Cultural Language Acquisition Design) or California Commission on Teacher Credentialing ("CCTC") equivalent training. In addition, staff is trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), scaffolding techniques, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

Lifeline Education Charter School ensures that all EL students have access to the core content, and will employ or contract with the necessary specialist in order to do so. Should a child not be officially identified as EL, he/she is monitored regularly via various assessment techniques to ensure their retention of the material.

The school will translate materials as needed to ensure that parents of ELD students understand all communication and are involved in all processes related to the education of their child.

### Reclassification of English Learners

Lifeline will follow the following steps in reclassifying English Learner students:

- 1) Review the annual CELDT results for English-language proficiency. In order to be reclassified, a student must meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, we move on to the next step in the reclassification process otherwise the student will remain as an English learner.

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- 2) In addition to meeting CELDT's definition of proficiency students must attain at least basic status in English Language Arts on the California Standardized Tests.
- 3) Students who meet the CST criterion must obtain at least a grade of "C" on the end semester English Language Arts assessment.
- 4) The fourth step in the process is parental opinion and consultation. If the student has satisfied all criteria for reclassification, then notice should be provided to parents and guardians of their rights to participate in the reclassification process. The notice also should encourage their participation in this process.

Finally, the student would be reclassified to fluent English proficient ("RFEP"). As part of this process, parents and guardians are notified, school records are updated, and Lifeline continues to monitor the student's progress for two years. If the student fails to progress, the school will provide the necessary intervention.

### **English Language Development (ELD)**

English Language Development is a specific curriculum that includes the teaching of the English language according to English proficiency levels assessed by the CELDT examination. The purpose of English Language Development is to teach the English Learner to communicate (listen, speak, read, and write) in English and perform well in all other subjects.

### **Instruction**

When a student has scored below CELDT standards, that student will be enrolled in ELD supported classes with individualized curriculum that correlates with the California ELD standards. Hampton Brown's *Highpoint Curriculum* is used with all ELD students until the newest edition (under a new title) is available from the publisher and teachers have received the appropriate training. This new approach is scientifically research based and meets the criteria for approval under NCLB. ELD students who continually have difficulty in core classes will be placed in additional shadow classes to help in their transition from their home language to English. Lifeline carefully assesses students to ensure that through their English skills, which may appear to be high, are, in fact, very weak due to the lack of appropriate knowledge of academic vocabulary. The theory is that if a student cannot comprehend the English language and/or have enough knowledge of academic vocabulary, they will not be able to adequately perform in all other classes. Depending on their level of proficiency, students will also be given a class is writing which will help in passing the CAHSEE. Teachers will also adhere to the State of California ELD Standards and understand the correlation between those standards and the Core Content Standards. All teachers new to Lifeline will receive appropriate training in this area due to the importance of developing strong teaching strategies for all students.

### **Class Setting**

Students in the Beginner, Early Intermediate, Intermediate, and Early Advanced (as necessary) proficiency levels, will undergo an extensive English/Language Arts combination which will emphasize all the necessary components as prescribed in the *California Standards Correlation Matrix*. All other subjects will be molded and adapted to meet the students English Proficiency level.

### **Advancement**

Having a class setting where students have close interaction with a teacher will greatly impact a student's ability to improve their English Proficiency levels. Students will be closely monitored and assessed as

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needed or at a minimum of twice per year (generally once per semester). Once a student has advanced into the next level, notification will be made to the Administration Team including the Director. Curriculum will be adjusted according to the new placement level. Mainstream placement will be incorporated for students at the Early Advanced or Advanced levels. After students have successfully advanced and exited the ELD program, students will be monitored on a monthly basis for six months to ensure they have properly attained a satisfactory proficiency level.

If students have not advanced or are continually at the same proficiency level, student curriculum will be restructured to address the problematic issues in greater detail; After-School tutoring may be suggested and/or strongly encouraged. If a condition has not improved within a year, a recommendation may be made to schedule a meeting with the Special Education Coordinator. Further tests and recommendations will follow in the best interest of the child's academic future.

### **SDAIE INSTRUCTION**

SDAIE (Specially Designed Academic Instruction in English) or sheltered instruction is a strategy that must be implemented within classrooms where English Learners are in attendance. These strategies have been shown to be effective for all students and could help teachers differentiate their instructional delivery. The content standards, as well as all of the benchmarks for sheltered language classes are synonymous to the college prep mainstream courses as well. These strategies must be implemented in all subject areas because there are students who are developing their English language skills across the curriculum. The strategies that the teacher **must** use are as follows:

- ❖ Modeling
- ❖ Scaffolding of new information
- ❖ Cooperative learning
- ❖ Utilizing Graphic organizers
- ❖ Assessments using multiple modalities
- ❖ Utilizing audiovisual materials
- ❖ Any tools that provide students with ample opportunities to reinforce learning
- ❖ Use of technology (power point presentations etc....)
- ❖ Emphasis on building Academic Vocabulary
- ❖ Emphasis on developing writing skills in their native language as well as English.

### **ELD Program Matrix for Grades 6-8<sup>th</sup> grade Utilizing the High Point Curriculum**

#### **Core Literature**

Student Levels	Program	ELD Instruction	Other Classes
Beginning  CELDT Level 1  &  Early Intermediate  CELDT Level 2	ELD Program  SDAIE Instruction  -Language support assistance  -supplementary support	<u>ELD 1/English 1</u>  Hampton-Brown  <u>High Point</u>  Level Basic & Level A & B	SDAIE instructional support

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	material		
Intermediate CELDT Level 3 & Early Advance CELDT 4/5	ELD Program	SDAIE Instructional Support / Mainstream English Class	SDAIE Instructional support

\*If after the first semester, students at the beginning level showing significant progress and pass with a score of an intermediate or above on the CELDT assessment, they will be integrated into the mainstream English class. Students will also be given additional support during their first year of transition to ensure success in their mainstream English Language Arts class. This may be in the area of reading, writing or both, reading and writing. The student should demonstrate proficiency during this transition time to ensure success. The program My Access by Vantage Learning is a very strong tool to use to support those students in this situation. This is a web based program which allows students to receive feedback on writing samples they word process into the computer and send via the web. A critique with suggestions to improve their writing comes back to the student within 30 – 40 seconds. This quick response encourages students to increase their writing and supports the research that encourages getting feedback to students as soon as possible. This program can be accessed at school and at home.

### **ELD Program Matrix for Grades 9<sup>th</sup>-12<sup>th</sup> grade Utilizing the High Point**

#### **Core Literature**

Student Levels	Program	ELD Instruction	Other Classes
Beginning  CELDT Level 1  &  Early Intermediate  CELDT Level 2	ELD Program  SDAIE Instruction  -Language support assistance  -supplementary support material	<u>ELD 1/English 1</u>  Hampton-Brown  <u>High Point</u>  Level Basic & Level A & B	SDAIE instructional support
Intermediate CELDT Level 3 & Early Advance CELDT 4/5	ELD Program	SDAIE Instructional Support / Mainstream English Class	SDAIE Instructional support

\*If after the first semester, students at the beginning level who show significant progress and pass with a score of intermediate or above on the CELDT exam, they will be integrated into the mainstream English class.

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**Evaluation:** the ELD standards established four levels of language proficiency from “pre-production” (the student can understand a question but does not know enough language to reply) to “advanced intermediate fluency” (the student is close to the proficiency of a primary speaker and develops the ability to make a transition to the regular English classroom). ELD teachers focus on the same skills –speaking, reading, listening, and writing.

### *Serving Students with Disabilities*

#### *Overview*

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School shall be categorized as a local educational agency in accordance with Education Code Section 47641(a).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with the IDEIA, Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

#### *Section 504 of the Rehabilitation Act*

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Campus Administrator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### ***Services for Students Under the IDEIA***

Lifeline Education Charter School recognizes the importance of providing educational opportunities to all students regardless of physical or special needs. To that end, Lifeline Education Charter School is responsible for the provision of special education services to identified students enrolled at the Charter School and for ensuring that appropriate programs are implemented based on the student's IEP in compliance with state and federal laws.

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). Lifeline acts as its own local educational agency ("LEA") for purposes of special education and is a member of the El Dorado Charter SELPA. Lifeline Education Charter will independently contract with certificated Related Services Professionals, including but not

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limited to, School Psychologists, Nurse, Speech Pathologist, Adaptive Physical Education Teacher, Occupational Therapist, for the provision of services for Lifeline students.

Lifeline Education Charter School provides appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710, and in compliance with the California Master plan for Special Education (Education Code Section 56000 *et seq.*).

In accordance with state and federal law, each student eligible under IDEA (Individuals with Disabilities Education Act) will be provided a free appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Team. The Team includes the involvement of student, parents, general education teachers, special education teacher, administrator, and/or any designated related services personnel and the decisions are formulated in a written individualized education plan (referred to as an IEP).

The identification process for students who would be eligible for special education services begins when students have been accepted and enrolled in Lifeline Education Charter School. All incoming students participate in a series of diagnostic assessments in Language Arts and mathematics. In addition students are also eligible through the "child find" process which is an ongoing aspect of the instructional program at all schools.

A child with disabilities attending Lifeline Education Charter School shall receive Specialized Academic Instruction or Designated Instruction and Services, or both, in the same manner as a child with disabilities who attends school in other LEAs in California. Lifeline Education Charter School shall ensure that all children with disabilities enrolled in Lifeline Education Charter School receive special education and instruction in a manner that is consistent with their Individualized Education Plan and in compliance with the Individuals with Disabilities Education Act (20 USC Sec. 1400 *et seq.*) and implementing regulations.

### **SELPA Membership Plan**

As a member of the El Dorado Charter SELPA, Lifeline has made assurances in accordance with the SELPA Plan and policy including but not limited to the following:

1. **FREE AND APPROPRIATE PUBLIC EDUCATION:** The Charter School shall assure that a free and appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
2. **FULL EDUCATIONAL OPPORTUNITY:** The Charter School shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.
3. **CHILD FIND:** The Charter School shall assure that all students with disabilities are identified, located, evaluated, and offered a free, appropriate public education.
4. **INDIVIDUALIZED EDUCATION PROGRAM (IEP):** The Charter School shall assure that an IEP is developed, maintained, reviewed and revised for each child with a disability who is eligible for special education services in accordance with applicable law.



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5. **LEAST RESTRICTIVE ENVIRONMENT:** The Charter School shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the utilization of supplementary aids and services in the general education learning environment.
6. **PROCEDURAL SAFEGUARDS:** The Charter School shall assure that children with disabilities and their parents shall be provided with procedural safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.
7. **ANNUAL/TRIENNIAL ASSESSMENT:** The Charter School shall assure that an IEP review shall be conducted at least on an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent or teacher.
8. **CONFIDENTIALITY:** The Charter School shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.
9. **PERSONNEL STANDARDS:** The Charter School shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.
10. **PARTICIPATION IN ASSESSMENTS:** The Charter School shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.
11. Further, Charter School will be required to comply with the SELPA Local Plan and perform all corrective actions deemed necessary by Lifeline administration and/or the SELPA. The oversight of the special education programs at the Charter School will be provided by a staff member designated by the school to serve as the special education coordinator who has extensive experience in the area of special education service delivery and state and federal statutes and regulations. Additionally, Lifeline will free and appropriate public education. Charter School staff will develop an annual special education budget, hire necessary personnel, contract for appropriate services and document the qualifications and competency of administrative staff to meet special education quality and compliance requirements.

Additionally, the California Special Education Management Information System (CASEMIS) information will be reviewed by the Charter School's Special Education coordinator at least monthly to insure compliance with state and federal statutes, reporting requirements, and timelines. Periodic staff development will also be provided to the Charter School to address local needs, review changes in the law, and introduce promising educational interventions.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been enrolled based upon their student history. Students are also eligible for special education identification and eligibility determination through the School's "child find"

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process. Instructional staff is instructed about the characteristics of special education handicapping conditions and referral procedures. The Charter School provides psycho-educational diagnostic services to assess students for each of the 13 special education eligibility categories as defined by state and federal law.

(A complete list of services is documented in **Appendix I – SELPA**)

Lifeline Education Charter School has hired a Special Education Administrator. The Administrator will oversee onsite Special Education staff and services ensuring that all required rules and regulations are adhered to. The Administrator has the appropriate Special Education Certification. El Dorado County SELPA will provide support training and funding.

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### **ELEMENT II – MEASURING STUDENT OUTCOMES**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Education Code Section 47605(b)(5)(B).*

And

### **ELEMENT III – METHODS OF MEASUREMENT**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).*

Lifeline Education Charter School has set high standards for all students based on the California State Content Standards. Lifeline Education Charter School has accepted the challenge of meeting the educational goals of our diverse population. The population at Lifeline includes a range of students who have been: in search of a smaller learning environment, neglected by their previous school district and have not had their needs addressed, diagnosed with learning disabilities; shown chronic educational deficiencies; previously removed from other educational institutions; and identified as at-risk students.

Currently all students attending Lifeline Education Charter School will have an Individualized Learning Plan (“ILP”) developed in collaboration with the student, parent and teacher outlining the student’s personal learning goals for each semester.

Lifeline seeks to provide valuable educational experiences and build the capacity for participating and graduating students to be well adjusted human beings, lifelong learners, and high achieving scholars. To meet these aims, Lifeline focuses on training individual, social, and academic characteristics that enable student success. In particular, students are made aware of their individual habits, situated in a climate conducive to growth, and taught cultural cohesiveness.

Examples of successful individual characteristics Lifeline seeks to train are:

- focus
- concentration
- resilience
- resourcefulness

Examples of social characteristics Lifeline seeks to train are:

- cooperation
- teamwork
- connection
- sharing

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Examples of academic characteristics Lifeline seeks to train are:

- authenticity
- originality
- quality
- determination
- perseverance

Lifeline believes that through dealing with high expectations and rigorous demands, the student learns the essential aspects of how competency plays out at the learning level.

Examples of high expectations are:

- meeting & exceeding A-G requirements
- collegial peer competition
- expectation of college entrance

Examples of rigorous demands are:

- the peer review process
- the teacher review process
- exhibitions, portfolios
- excellence on standardized tests

These relevant educational experiences form the measurable outcomes that school productivity or evaluation is based on. In particular, Lifeline's Expected Schoolwide Learning Results ("ESLRs") comprise the measurable characteristics that progress can be compared to. Through teaching content/subject competencies, it is believed that the Lifeline student comes to learn, embrace, and embody the ESLRs (as well as become a functional, literate, participating, and contributing member of the learning community).

To meet the needs of the student population and their future needs as members of society, Lifeline's model aims to help students become self-directed life-long learners. Lifeline understands a self-directed life-long learning emphasis must be objectively assessable and conforms its emphasis to comply with required state assessments (the STAR tests), and specifically utilizes a variety of criteria and norm referenced measurements to assess growth and comparability. To establish a foundation of success, Lifeline will develop the measurable pupil outcomes described in the chart below.

Students' initial assessment on basic competencies in English, Math, and critical thinking represents the foundation for developing a learning plan that focuses on *learning how* to learn over a lifetime rather than on more narrow vocational skills and knowledge. While Lifeline prefers to describe the learning aims of the long range approach to education, our school is dedicated to setting high standards for utilizing a variety of research based, objective, and comprehensive methods for measuring pupil progress.

Lifeline Education Charter School is specific in setting its student outcomes. Our purpose is to implement the proven methods of best practices from successful charter models, modified for 6-12th grade education. Lifeline will continue to seek appropriate partnership opportunities with other successful charter schools and will work closely with the Authorizing Agency to develop quantifiable measurable student outcomes

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to further enhance the outcomes presented in this charter. Additionally, we are currently working with New West Charter to improve our middle school student outcomes and are actively seeking a partnership with a high school charter.

### **Methodology of Assessing Student Progress**

Lifeline Education Charter School's academic program is driven by the California Content Standards. To ensure the success of our students and the effectiveness of our teachers, Lifeline has adopted methods for measuring pupil progress. Students in Lifeline Education Charter School are regularly evaluated in all areas of achievement by a combination of ongoing teacher assessments, portfolios, testing and exams, and any appropriate district performance exam.

The Charter School shall pursue the following pupil outcomes as measured by the following methods of assessment:

Measurable Pupil Outcomes	Benchmarks	Assessment Methods*
Basic Skills – <i>shows mastery at or above grade level in all core subjects</i> <ul style="list-style-type: none"> <li>Mathematics</li> <li>Science</li> <li>Social Studies</li> <li>Language Arts (including reading, writing, listening and thinking skills)</li> </ul>	1. 75% of students demonstrate subject competence all core subjects in year 1 by scoring <u>basic or above</u> in STAR subject exam. 2. 95% of students demonstrate competence in all core subjects by year 5 as measured by scoring <u>basic or above</u> in STAR subject exam. 3. 35% of students scoring at <u>proficient</u> or above at year 1, and by year 3, 50% students scoring <u>proficient</u> or above.	ST, TA, SP, CT, OE, BMA
Thinking Skills – <i>shows mastery in thinking skills and is able to apply to real life situations</i> <ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Decision Making</li> <li>Problem Solving</li> <li>Reasoning</li> </ul>	1. Incidents resolved through conflict resolution 2. 95% percent participation in community service activities 3. Less than 2% of students suspended or expelled	ST, TA, SP, CT, CS, OE, CDP, BMA
Life Skills – <i>demonstrates individual qualities including:</i> <ul style="list-style-type: none"> <li>Self Management/ Time Management</li> <li>Sociability</li> <li>Positive Self-concept</li> <li>Responsibility</li> </ul>	1. 95% or higher attendance rate 2. 75% of students continuing education post high school 3. 100% promotion rate	TA, SP, CS, OE, CDP
Character Development – <i>demonstrates positive personal qualities including:</i> <ul style="list-style-type: none"> <li>Integrity</li> <li>Responsibility</li> <li>Respect</li> <li>Honesty</li> <li>Fairness</li> <li>Giving</li> </ul>	By year 5: 1. 95% participation in community service projects 2. 10% reduction in classroom discipline referrals	TA, SP, CS, OE, CDP

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**\* Assessment Methods:** Standardized testing (ST), Teacher Assessments (TA) benchmark assessments or CFAs, (BMA) Student Portfolios (SP), Class room test, exams and quizzes (CT), Community Service (CS), Observation/Evaluation (OE), Character Development Program (CDP)

Lifeline utilizes a variety of assessment tools, as demonstrated in the chart above, appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with measurable student outcomes. Lifeline reports the outcomes of these assessments in the form of STAR reporting. Examples of supplemental assessment tools utilized are:

- Pre and post testing as well as benchmark assessments establishes a baseline from which growth can be assessed. Criterion referenced pre and post testing provides data by which comparisons can be made.
- Portfolios provide samples of demonstrated knowledge (authentic assessment) of what a child knows and is able to do (demonstrate).
- Criteria based assessments assess growth where as norm referencing compares progress to an established hypothetical standard.

Student evaluation is defined as the process of interpretation and use of information to make decisions and judgments regarding the quality and value of student work. Evaluation of student work is conducted in reference to the annual individualized learning plan and the requirements to meet district and state standards.

### Standardized Testing

Lifeline Education Charter School uses a series of testing practices to determine levels of achievement for students. These tests include but are not limited to: Norm-referenced exams are specific exams describing a student's performance by comparison to a normal group: e.g. Scholastic Aptitude Test and other nationally recognized assessments. Performance-based or criterion referenced assessments that relate student performance directly to performance standards, such as the State of California Core Content Standards assessments are regularly utilized by the Charter School. These assessments provide one form of an analytical data approach to student performance and are used as key criteria to adjust instructional strategies and modify learning plans. These assessments are developed by the State of California. Criterion referenced assessments demonstrates progress in the areas of Math, English Language Arts, Science and Social Studies. This specific assessment is called the California Standards Test or CST. Students who demonstrate performance in the lower 10% of the population are to take a special assessment called the CAPA. Teachers will be giving additional assessments called Benchmark assessments developed by the four core departments to assess student progress at specific intervals during the year. These assessments are used to identify concepts that need to be re-taught or the need for specific student intervention before the CST assessment window or CAHSEE administration dates.

It is a common practice for publishers to have an assessment correlated to the text. This is a possible option within a specific course. Options exist for correlation of assessments with curriculum. Norm referenced assessments such as the CHSPE, GET, SAT, SAT II, etc) are used to compare performance between schools and population demographics nationally

### Teacher Assessments

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Lifeline Education Charter School teachers provide teacher assessments for all students to assist in determining student achievement. Teacher evaluation of student work includes but is not limited to:

- a review of assignments
- evaluation of worksheets
- projects
- special assignments
- locally administered evaluations of student work
- benchmark assessments as described in the previous section

Summative assessments are done at the end of a unit, course or sequence of lessons. The chapter test, final exam, final draft of a writing project, and senior exhibition are all examples of summative assessments. Rubrics and established benchmarks are utilized to objectify evaluation. In instances where subjectivity is involved, assessment committees can be formed, or subject experts can be brought in. In addition to summative evaluations, formative evaluations (research based and data driven) are utilized to make mid-course corrections or adjustments to the instructional or learning process. Benchmark assessments are administered at strategic times during the year according to the Curricular Calendar.

### **Student Portfolios**

A student portfolio is maintained for each student at Lifeline Education Charter School. Portfolio evaluation (showcase portfolio) includes a purposeful and systematic collection of selected student work and self-assessment developed over time in collaboration with the teacher. Lifeline Education Charter School staff has developed procedures and assessment criteria to review, evaluate and compare student portfolios in order to rank portfolios the showcase portfolio is a collection or gathering of a student's best work from all aspects of his learning experiences including examples from academic curriculum, co-curricular activities and examples of work from community service. Collected work samples are based on annual learning plans. This showcase portfolio contains finished works that have been revised, polished, edited and proofread several times.

### **Classroom Tests, Exams and Quizzes**

Use of pre- and post- testing is one of the primary tools utilized for measurement of student outcomes. Classroom tests, exams and quizzes are used to determine the effectiveness of the implementation of curriculum by the staff. Using in-classroom testing enables Lifeline to determine by subject and grade the effectiveness of the curriculum. Performance based exams are authentic assessments whose intent is to measure what a child knows and can do or demonstrate. These exams and quizzes may be substituted by a benchmark assessment (as created/modified by the curriculum team).

### **Community Service**

Student participation in the community service programs enables Lifeline Education Charter School to evaluate the effectiveness of both the Character Development program and Life Skills program. This tool for assessing outcomes provides Lifeline staff the method to gauge the effectiveness of programs designed to provide students with the individual and personal skills students require beyond their high school years. Along with participation in the Community Service program, the effect and the outcome of the community service project are used to measure the student's progress.

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### **Observation/Evaluation**

All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Teachers perform systematic reviews of student work that include, but are not limited to, reviews of assignments, evaluation of progress and evaluations of work completed (quantity and quality).

### **Character Development Program**

Student participation in Lifeline's Character Development program (Character Cures) is mandatory and is taught in all core classrooms. This program develops quality characteristics in the 6 core character traits of integrity, responsibility, respect, honesty, fairness and giving. Lifeline staff works as a team empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. The use of the character program will assist in defining positive character traits and will be used to evaluate the student's character improvements through written, group and hands on activities throughout the school year.

### **Staff Review of Data and Instruction**

All instruction is designed with regular evaluation (diagnostic, formative, and summative) of student work. Assignments and examinations measure student performance in each course. Teachers perform systematic reviews of student work that include, but are not limited to, reviews of assignments, evaluation of progress and evaluations of work completed (quantity and quality).

To improve instruction in all areas, faculty and administrative staff meet regularly to review assessment outcomes and to develop responsive strategies. Staff also use outcomes from curriculum-based assessments (benchmark assessments sometimes called Cumulative Formative Assessments ("CFAs")), which help to identify students who have not mastered a skill or those with low skill levels. These assessments may be used as one indicator of students who are identified for consideration of special education referrals (however students are to remain in the least restrictive environment, therefore CFAs or Benchmark assessments are not designed to be the sole identification tool or criteria for identifying a student for special services) and/or learning enrichment-such as tutoring or homework assistance. Criterion Referenced Test and state test results—like the CST and the CAHSEE may be used to identify areas that pose challenges for students, and the instruction is accommodated accordingly. Where there is ample evidence of a demonstrated need to adjust the curriculum, modifications are taken into consideration through a committee process examining the nature of the standard in question, and the ways achieving it has been approached. In the case of the CAHSEE, students are given a class period and time before and after school for a CASHEE intervention class.

Lifeline Education Charter School is committed to showing evidence that students are making progress towards meeting:

- 1) Statewide performance standards
- 2) Specific student goals as established by the individual student learning plan.

### **Collecting and Reporting**

Lifeline's plan for collecting, analyzing, and reporting data on pupil achievement to staff, parents/guardians, and to improve the school program includes:



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- complying with State mandated testing (e.g. CST, CAHSEE, CELDT, CST), monitoring progress through supplemental assessments.
- regular committee team meetings (e.g. curriculum and instructional team)
- requirements for the utilization of data (e.g. CST and CAHSEE) to improve instruction and learning readiness.
- Have a state approved digital program to track student performance data in order to compare year to year the success of grade levels.
- Have a state approved digital program for student attendance that complies with the state monitoring CSIS numbers and CSIS system.

In particular, in addition to yearly summative assessments (e.g. CFA's, CAHSEE, CELDT, CST), school wide benchmark assessments (CFAs) based on sample release test data, teacher made questions and other measures of student performance will be implemented. The aim of this additional assessment is to inform the instructional process in a way that speaks to the dynamic dimensions of learning and growth. It will also give feedback to the staff as to the effectiveness of their instructional practices.

In addition to standardized reporting of student progress in the form of 4 and 5 week report cards, a continuous reporting system will be developed and implemented. The aim of this program is to inform and address parents/guardians and educators in a way that speaks to the need for timeliness in education.

### Dissemination of Information

Dissemination of information will occur through the development of a daily, weekly, and monthly information compilation system. The aim of this endeavor is to help focus the educational efforts of the learning community. An example of a daily information release is a daily academic and behavioral monitoring report that describes the class by class progress of the student in question.

An example of a weekly report could be an attendance report that identifies those students arriving late or missing school on a regular basis. The aim of the weekly report is to identify and address trends as they begin to emerge as a matter of being proactive. An example of a monthly report is the weighted grading and classroom reports of teachers using a computerized reporting program Jupiter Grades.

Lifeline uses *Jupiter Grades* an online based system that is updated by all teachers weekly. This software helps the staff, administrators and the executive director compile the data such as student rank, portfolios, observation/ evaluation. Within this program the staff is able to systematically view student achievement in areas other than grades and testing. This gives Lifeline an overall view of student progress individually and as a group. Additionally, since this is an online based system being regularly updated by all teachers, parents have "real-time" access to their child's performance in each class that they are currently enrolled in.

This program allows Lifeline to view and identify at any time period of the school year; individual students, or classrooms which are not meeting benchmarks. This affords Lifeline the opportunity to correct a potential problem area before it becomes an actual problem. It assists in identifying students who are falling behind before the grading period ends, allowing the teachers to provide individualized attention or tutoring to a student to correct the problem. This program also affords administrators to

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determine classrooms as a whole who are not meeting benchmarks, providing individual teacher training in specific areas needed.

Lifeline aims to develop a set of indexes that reasonably describe a comprehensive measurement of pupil progress. Utilizing the goals set forth in the school charter, State AYP and API targets, Lifeline seeks to remain NCLB compliant and highly qualified in providing educational services appropriate to the target school population. Lifeline has adopted State Content Standards as the school wide standards. The aim here is to coalesce the diverse learning scaffolds and frameworks into a set of principles that guide and focus the Charter School.

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### ELEMENT IV – GOVERNANCE STRUCTURE OF THE SCHOOL

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

Lifeline Education Charter School is established and operated as a non-profit corporation. The non-profit corporation, in accordance with California Law and the Charter School Act, is governed by a designated Board of Directors and Corporate Officers.

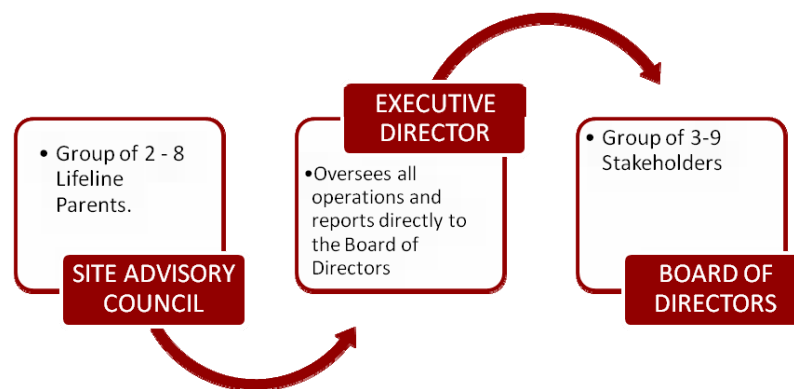
The Charter School will operate autonomously from the authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the authorizer and the Charter School. Pursuant to California Education Code Section 47604(c), the authorizer shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the authorizer has complied with all oversight responsibilities required by law.

Lifeline Education Charter School has a two-tier level of governance; designed to promote maximum participation by all stakeholders, especially parents. This governance structure at the Board of Directors and Site Advisory Council level follows the Brown Act (Government Code Section 54950 *et seq.*), the Public Records Act (Government Code Section 6250 *et seq.*) and the Conflict of Interest Statutes (Government Code Section 1090). The Board of Lifeline Education Charter School is tasked with ensuring this compliance.

The Lifeline Board of Directors have a legal fiduciary responsibility for the well being of the Charter School. The Board of Directors is the ultimate governing body and is responsible for the governance of Lifeline Education Charter School. The Board of Directors is responsible for strategic planning and policy decisions.

The Board of Directors created and adopted the Articles of Incorporation, Bylaws and Conflict of Interest Code (**See Appendix E**) for Lifeline Education Charter School which clearly defines the roles and responsibilities of the Board of Directors and the Site Advisory Council, as well as the complete governance structure. The Board of Directors has also adopted a Conflict of Interest Policy. (**See Appendix F**)

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**Figure 1 Governance Structure - Lifeline Education Charter School**

The Executive Director and the Site Advisory Council make recommendations to the Board of Directors which has the final authority for all matters dealing with administration of Lifeline Education Charter School.

### Decision Making

The decision-making processes at the Charter School is decentralized in accordance with the provisions of this charter and detailed below.

- Board of Directors serve as the primary governance body of the Charter School. The Board of Directors will consist of at least 3 and no more than 9 voting members. It will include at a minimum, a representative of the public, a representative of the chartering authority at its discretion, and a parent. The Board will comply with the Brown Act and organize the school as a not-for-profit public benefit corporation. The corporation will operate in accordance with its approved by-laws.
- Site Advisory Council is designed to represent primary stakeholders, especially parents, in the Charter School. It is the primary advisory group to the Board and the Executive Director and is tasked to make recommendations. As required, this group considers and discusses the potential detriment or benefit of its recommendations for the whole school as well as for each of their constituents. The Board of Directors and/or the Executive Director will provide specific direction to this group as required. There are ten to fifteen members of the Charter Advisory Council as defined in the by-laws. This group is like a site council in a traditional school.

### Site Advisory Council

The Chair of the Site Advisory Council shall be the Executive Director. The Executive Director will report directly to the President of the Board of Directors. The Site Advisory Council will elect its members from the pool of volunteers by a simple majority vote. The Site Advisory Council consists of 2-8 parents. After

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one year of service, a representative may be re-elected to serve additional years without limit. The Executive Director serves as a permanent member and chair.

The Site Advisory Council is responsible for making collaborative recommendations to the Board of Directors in relation to the Charter School's governance, including, but not necessarily limited to:

- Policies and procedures for operations
- Fiscal Management and accountability
- Educational program / instructional strategies
- Recommendations for new school policies and procedures
- Fundraising Recommendations and Implementation
- Event Recommendation and Implementation
- Promoting parent participation and volunteerism

Final authority for all matters dealing with the administration or operation of Lifeline Education Charter School shall reside with Lifeline Education Charter School Board of Directors. The Site Advisory Council meets on a regularly scheduled basis. The Executive Director or a designee will schedule and conduct these meetings. The Executive Director or designee will appoint a secretary who is responsible for insuring the recording of minutes and making such minutes a part of the public record.

### Process to Ensure Parental Involvement

Parents participate in the governance of Lifeline Education Charter School through representation on the Site Advisory Council. The parent's role at Lifeline Education Charter School is very important. We believe the more involved the parent is in their child's educational process the child's chance of academic success increases. All Lifeline parents are asked to volunteer a minimum of 5 hours per school year at the school. Parent and teacher meetings throughout the year provide a platform to consult with the parents and teachers regarding Lifeline's educational program.

### Board of Directors

The Board of Directors of Lifeline Education Charter School serves as the primary governance of the Charter School. The Board of Directors includes a diverse group of individuals who serve to govern the Charter School and ensure its success both educationally and financially.

The Board of Directors will conduct monthly Board Meetings adhering to guidelines within the Brown Act, including public notices. The Board of Directors will consist of a group of individuals with diverse experience including organization, community building skills and expertise, curriculum, instruction, assessment, and school finance.

Subject to the provisions and limitations of the California Nonprofit Public benefit corporation law and any other applicable laws, the corporation's activities and affairs shall be managed, and all corporate power shall be exercised, by or under the direction of the Board. The Board of Directors are responsible for the operation and fiscal affairs of the school.

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director;

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- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

### **MAKE-UP OF BOARD AND BOARD QUALIFICATIONS**

The Board of Directors will consist of a minimum of three and no more than nine members. The board members must be qualified to carry out the purpose and activities of the corporation. To this end, the board membership shall include at all times a parent, a representative of the community and a representative from the chartering authority (at the authorizer's discretion) in accordance with Education Code Section 47604(b). The remaining board members nominated to serve will be nominated based on their commitment to the mission and vision of the school, their willingness to participate in ongoing

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orientation and training in areas including, but not limited to, leadership effectiveness, cultural competency, fund-raising, conflict resolution, community outreach, the Ralph M. Brown Act, and board governance. The board members will be comprised of individuals with backgrounds in the areas of education, business, charter school operation and community activism. The board members shall be recruited from the civic community, and the business and educational communities surrounding the school.

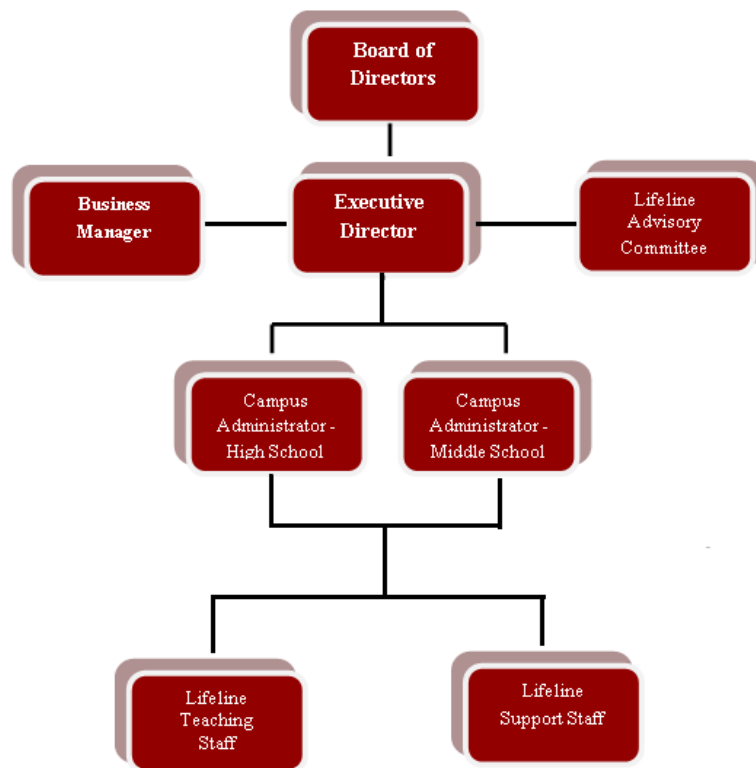
### **BOARD TRAINING**

The Board of Directors will receive training approximately once a year in areas including:

- The Brown Act - This discussion will involve how meetings conducted by local legislative bodies such as schools boards should be run and how to balance public access to meetings with the need for confidentiality and candor among board members.
- Policy & Procedures/Responsibilities of Board members - This session will involve a discussion of what the responsibilities of board members are and the importance of developing and updating the organizations Policy & Procedures manual on an annual basis.
- Managing conflict - This session will involve an in-depth analysis of how board members handle conflict individually and collectively
- Team Building - This discussion will focus on how a person can become more culturally competent and the techniques for becoming culturally competent.
- Individual Cultural Competence Pt .1 - This discussion will focus on how an organization can become more culturally competent and the techniques for becoming culturally competent.
- Organizational Cultural Competence Pt. 2 - This discussion will focus on how an organization can become more culturally competent and the techniques for becoming culturally competent.
- Organizational Change - During this discussion we will explore Kotter's 8 stage change model and discuss the how the board reacts to change.
- Review of Sexual and Other Prohibited Harassment Policy - This discussion will be geared toward making sure that the board understands the schools sexual harassment policy.
- The Power of Ethical Management - We will review during this session the definition of Ethics and explore the challenges every board member faces.
- How to be an effective Board member – The discussion will address how board members can be more effective and how the talents they bring to the board can be maximized.
- Review and discussion of Federal Civil Rights law and legislation - During this session various Civil Rights laws will be discussed and scrutinized.
- Leadership – Various leadership theories will be discussed and examined in the context of education.

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### **EXECUTIVE AND ADMINISTRATION RESPONSIBILITIES**

#### **Executive Director**

General Description: Administer the Charter School in all of its aspects of its day to day operations, work cohesively with the Charter School Board of Director, the School District, students, parents, and community members and the other governing bodies specified by local and state law. Direct, and manage instructional program and supervise operations and Administrative personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with Charter School policies, authorizer policies, success of instructional programs, and operation of all campus activities. Strengthen, build and develop all programs offered.

- Instructional Management
  - Regularly consult the Site Advisory Council about planning, operation, supervision, and evaluation of the education program. Include students and community representatives when appropriate.



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- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use ongoing assessment to identify problems and take corrective actions.
  - Regularly consult the Campus Administrators about planning, operation, supervision, and evaluation of program activities.
- Community Relations
  - Articulate the Charter School's mission to the community and solicit its support in realizing the mission.
  - Demonstrate awareness of community needs and initiate activities to meet those needs.
  - Use appropriate and effective techniques to encourage community involvement.
  - Attend and participate in coalitions for the Compton Area.
  - Liaison to CUSD and LACOE, as necessary, and the CDE.
- School Morale
  - Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
  - Provide for two-way communication with Campus Administrators, staff, students, parents, and community.
  - Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
  - Anticipate and identify conflicts to ensure effective and quick resolution.
  - Provide instructional resources and materials to support staff in accomplishing goals.
- School Improvement
  - Build common vision for school improvement with Camps Administrators and Staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
  - Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
  - Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.
- Partnerships/Collaborations/Capacity Building
  - Develop partnerships and collaborations with other Charter Schools whose goals or missions parallel or intersect with Lifeline mission.

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- Partner with non-profit organizations to provide services which are an integral part of Lifeline's mission and vision affording Lifeline to offer alternate programs.
- Provide a written and signed MOU with all partnering organizations clearly defining the goals and objectives.
- Promote current programs and future programs on-site in current communities. Build relationships and trust within the community increasing the numbers served.
- Build capacity by increasing numbers served.
- Develop a volunteer program to assist with the mission and vision of the organization.
- Obtain membership in organizations which can assist in growing and developing the organization; attend all meetings and actively participate in the organization
- Personnel Management
  - Interview, orient, and recommend new staff to the Board of Directors. Discuss performance of all personnel to the Board of Directors.
  - Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
  - Observe employee performance, record observations, and conduct evaluation conferences with staff.
  - Work with campus-level planning and decision-making committees to plan professional development activities.
  - Confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.
  - Ensure all core, college prep teachers has a valid California Teaching Credential that is required in the area of academic assignment
- Management of Fiscal, Administrative, and Facilities Functions
  - Comply with Charter School policies and fiscal controls and state and federal laws and regulations affecting the Charter School.
  - Manage use of school facilities and coordinate space assignments. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
- Student Management
  - Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.

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- conferences about student and school issues with parents, students, and teachers if needed. Conduct
- es department programs, seminars, workshops, travel arrangements, special projects, and/or events; may coordinate program/project development and planning. Coordinat
- Personal Growth and Development
  - ate professional, ethical, and responsible behavior. Serve as a role model for all campus staff. Demonstr
  - professional development through on-going training. Obtain
- School or Community Relations
  - the Charter School's mission to the community and solicit its support in realizing the mission. Articulate
  - ate awareness of school and community needs and initiate activities to meet those needs. Demonstr
  - appropriate and effective techniques to encourage community and parent involvement. Use
- Supervisory Responsibilities
  - and evaluate the performance of staff assigned to campus including administrators, teachers, instructional aides, and clerical support staff. Supervise

### Campus Administrator

There are two campus administrators; one for the high school and the other for the middle school campus. The duties described below are the same for both administrators and differ only in that they apply to the campus that they serve.

General Description: Direct, and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.

- Instructional Management
  - consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate. Regularly
  - weekly report by 8:00am Monday morning for the previous week to the supervisor. Provide a
  - the Executive Director and Coordinator of Security. Work with
- School or Organization Morale
  - collegiality and team building among staff members. Encourage their active involvement in decision-making process. Foster

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- Provide for two-way communication with Executive Director, staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
- Anticipate and identify conflicts to ensure effective and quick resolution.
- School or Organization Improvement
  - Build common vision for school improvement with Executive Director and Staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
  - Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
  - Develop and set annual campus performance objectives for each of the Academic Performance Indicators using the campus planning process.
  - Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.
- Personnel Management
  - Along with Executive Director, interview, select, and orient new staff. Along with the Executive Director, discuss performance of all personnel assigned to campus.
  - With Executive Director, define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
  - Observe employee performance, record observations, and conduct evaluation conferences with staff.
  - Assign and promote campus personnel.
  - Make recommendations to Executive Director on termination, suspension, or non-renewal of employees assigned to campus.
  - Work with campus-level planning and decision-making committees to plan professional development activities.
  - Confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.
  - Ensure all staff has a valid California Teaching Credential that is required in the area of academic assignment

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- staff are clocking in appropriately. Keep track of all staff tardiness. Ensure
  - employee sick calls and find appropriate replacement for class. Handle all
- Management of Fiscal, Administrative, and Facilities Functions
  - with district policies and state and federal laws and regulations affecting the schools. Comply
  - use of school facilities and coordinate space assignments. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus. Manage
- Student Management
  - that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook. Ensure
  - conferences about student and school issues with parents, students, and teachers. Conduct
  - es department programs, seminars, workshops, travel arrangements, special projects, and/or events; may coordinate program/project development and planning. Coordinat
- Personal Growth and Development
  - ate professional, ethical, and responsible behavior. Serve as a role model for all campus staff. Demonstr
- School or Community Relations
  - the school's mission to the community and solicit its support in realizing the mission. Articulate
  - ate awareness of school and community needs and initiate activities to meet those needs. Demonstr
  - appropriate and effective techniques to encourage community and parent involvement. Use
  - the Lifeline Code of Conduct at all times. Adhere to
- Supervisory Responsibilities
  - and evaluate the performance of staff assigned to campus including, teachers, instructional aides, and clerical support staff. Supervise

## Lifeline Education Charter School Petition

Instructional/Student Services Staff			
Title	Qualifications	Skills/Knowledge	Experience

### ELEMENT V – HUMAN RESOURCES

#### Qualifications of School Employees

*Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

Lifeline Education Charter School staff will show a high level of commitment to all areas of instruction and school management as demonstrated by, but not limited to, the participation in and development of school programs, workshop attendance and participation in quality improvement teams, as they are established.

All core, college prep teachers will meet the No Child Left Behind qualifications of being “highly qualified” professionals. A highly qualified teacher must:

1. have a bachelor’s degree;
2. hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold;
3. be able to demonstrate subject-matter competence.
4. Teachers must demonstrate competency for each subject and grade span they teach.

Key Personnel who will supervise the day to day operations of Lifeline Education Charter School and their functions are outlined in the following table. Qualifications, special skills/knowledge and experience for all key employment positions at Lifeline Educational School are also outlined in the table. All requirements for employment set forth in statute will be met.

## Lifeline Education Charter School Petition

Teacher	<ol style="list-style-type: none"> <li>1. Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Or be in an internship program that leads to completion of an organized teacher-preparation program;</li> <li>2. NCLB Compliance</li> <li>3. Bachelor or Masters Degree</li> <li>4. Successfully passed all required DOJ/FBI and LiveScan checks</li> <li>5. Tuberculosis and other medical exams</li> </ol>	<ul style="list-style-type: none"> <li>• Ability to work well with children.</li> <li>• Ability to communicate effectively.</li> <li>• Ability to help students achieve extraordinary academic results.</li> <li>• Ability to inspire confidence and trust in parents and colleagues.</li> <li>• Expert knowledge of child cognitive development and different learning styles, California State Standards, subject-specific frameworks and assessments.</li> <li>• Ability to work in a team environment.</li> <li>• Ability to be flexible, resourceful, imaginative and proficient in computer based learning opportunities</li> <li>• Understanding of and be proficient in facilitating learning with students of all ages and diverse learning styles</li> <li>• Ability to design, tailor and manage individual learning plans</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 2-5 years experience in a classroom setting</li> <li>• Under 2 years experience will be considered only with a teaching mentor assigned.</li> <li>• At-risk classroom experience a plus</li> </ul>
Instructional Aide  (Aides who act primarily as translators, or who do not assist in instruction, do not need to meet these requirements.)	<ol style="list-style-type: none"> <li>1. Two years of college (48 semester units);</li> <li>2. A.A. degree or higher; or</li> <li>3. Passing score on a local or state test which assesses knowledge of and ability to assist in, instructing reading, writing, and mathematics.</li> </ol>	<ul style="list-style-type: none"> <li>• Ability to work well with children.</li> <li>• Ability to communicate effectively.</li> <li>• Ability to help students achieve extraordinary academic results.</li> <li>• Ability to inspire confidence and trust in parents and colleagues.</li> <li>• Knowledge of child cognitive development and different learning styles</li> <li>• Ability to work in a team environment.</li> <li>• Ability to be flexible, resourceful, imaginative and proficient in computer based learning opportunities</li> <li>• Understanding of and be proficient in facilitating learning with students of all ages and diverse learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 1-2 years experience in a classroom setting</li> <li>• At-risk classroom experience a plus</li> </ul>

Key Staff qualifications, special skills/knowledge and experience:

Title	Qualifications	Skills/Knowledge	Experience
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## Lifeline Education Charter School Petition

Para-professional	<ol style="list-style-type: none"> <li>1. High school diploma</li> <li>2. Preferably some college course work</li> </ol>	<ul style="list-style-type: none"> <li>• Ability to work well with children.</li> <li>• Ability to communicate effectively.</li> <li>• Ability to help students achieve extraordinary academic results.</li> <li>• Ability to work in a team environment.</li> <li>• Ability to be flexible, resourceful, and imaginative.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working with children</li> </ul>
ELD Coordinator	<ol style="list-style-type: none"> <li>1. Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Or be in an internship program that leads to completion of an organized teacher-preparation program.</li> <li>2. NCLB Compliance</li> <li>3. Bachelor or Masters Degree</li> <li>4. Successfully passed all required DOJ/FBI and LiveScan checks</li> <li>5. Successfully passed all support requirements related to obtaining a clear teaching credential, e.g., tuberculosis and other medical exams</li> </ol>	<ul style="list-style-type: none"> <li>• Ability to work well with children.</li> <li>• Ability to communicate effectively.</li> <li>• Ability to help students achieve extraordinary academic results.</li> <li>• Ability to inspire confidence and trust in parents and colleagues.</li> <li>• Expert knowledge of child cognitive development and different learning styles, California State Standards, subject-specific frameworks and assessments.</li> <li>• Ability to work in a team environment.</li> <li>• General knowledge of curriculum and instruction.</li> <li>• Commitment to education least restrictive normalized settings.</li> <li>• Ability to function as a member of an educational team, collaborate with general education staff, support personnel, community agencies, and parents.</li> <li>• Strong behavior management and positive discipline skills.</li> <li>• Ability to be flexible and receptive to change.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 2-5 years experience in a classroom setting</li> <li>• Under 2 years experience will be considered only with a teaching mentor assigned.</li> <li>• At-risk classroom experience a plus.</li> <li>• 1-2 years experience in an ELD program.</li> </ul>



## Lifeline Education Charter School Petition

Title	Qualifications	Skills/Knowledge	Experience
Special Ed Administrator	<ol style="list-style-type: none"> <li>1. Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Or be in an internship program that leads to completion of an organized teacher-preparation program.</li> <li>2. NCLB Compliance</li> <li>3. Bachelor or Masters Degree</li> <li>4. Successfully passed all required DOJ/FBI and LiveScan checks</li> <li>5. Tuberculosis and other medical exams</li> <li>6. Valid California teaching certificate with required special education endorsements for assignments or emergency permit actively working towards full credential.</li> </ol>	<ul style="list-style-type: none"> <li>• Knowledge of special needs of students in assigned area.</li> <li>• Knowledge of Committee process and Individual Education Plan (IEP) goal setting process and implementation.</li> <li>• General knowledge of curriculum and instruction.</li> <li>• Commitment to education least restrictive normalized settings.</li> <li>• Ability to diagnose learning disorders, prescribe remediation and evaluate student progress.</li> <li>• Ability to function as a member of an educational team, collaborate with general education staff, support personnel, community agencies, and parents.</li> <li>• Strong behavior management and positive discipline skills.</li> <li>• Ability to be flexible and receptive to change.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 2-5 years experience in a classroom setting</li> <li>• 2 years experience in special education</li> <li>• At-risk classroom experience a plus.</li> </ul>
Special Ed Aide	<ol style="list-style-type: none"> <li>1. Two years of college (48 semester units);</li> <li>2. A.A. degree or higher; or</li> <li>3. Passing score on a local or state test which assesses knowledge of and ability to assist in, instructing reading, writing, and mathematics.</li> <li>4. Prefer California educational aide certificate</li> </ol>	<ul style="list-style-type: none"> <li>• Ability to work with children with disabilities</li> <li>• Ability to follow verbal and written instructions</li> <li>• Ability to communicate effectively</li> <li>• Knowledge of general office equipment</li> <li>• Ability to communicate effectively.</li> <li>• Ability to work in a team environment.</li> <li>• Ability to be flexible, resourceful, and imaginative.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 2 years experience in a special education classroom setting</li> <li>• At-risk classroom experience a plus.</li> </ul>

## Lifeline Education Charter School Petition

Administrative Staff			
Title	Qualifications	Skills/Knowledge	Experience
Campus Administrator - High School and Middle School	<ol style="list-style-type: none"> <li>1. Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Or be in an internship program that leads to completion of an organized teacher-preparation program.</li> <li>2. Bachelor or Masters Degree</li> <li>3. Successfully passed all required DOJ/FBI and LiveScan check</li> <li>4. Tuberculosis and other medical exams</li> <li>5. Administrators Credential or working towards Credential</li> </ol>	<ul style="list-style-type: none"> <li>• Working knowledge of curriculum and instruction</li> <li>• Ability to evaluate instructional program and teaching effectiveness</li> <li>• Ability to interpret policy, procedures, and data</li> <li>• Strong organizational, communication, public relations, and interpersonal skills</li> <li>• Ability to lead a team</li> <li>• Ability to develop a strong, productive team</li> <li>• Ability to collaborate with general education staff, support personnel, community agencies, and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Three years experience as a classroom teacher or equivalent years experience in an instructional leadership role.</li> </ul>

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Title	Qualifications	Skills/Knowledge	Experience
Administrative Manager	<ol style="list-style-type: none"> <li>1. High school diploma or GED</li> <li>2. Preferred: Bachelor Degree or some college course work in business management.</li> </ol>	<ul style="list-style-type: none"> <li>• Communicate effectively, clearly, and concisely, both orally and in writing.</li> <li>• Interpersonal skills using tact, patience, and courtesy.</li> <li>• Able to perform complex, specialized tasks requiring accuracy.</li> <li>• Able to establish and maintain cooperative and effective working relationships with others.</li> <li>• Meet schedules and deadlines.</li> <li>• Proficient computing skills</li> <li>• Effective organization, communication, and interpersonal skills</li> <li>• Ability to follow written instructions</li> <li>• Ability to read, analyze, and arrange financial ledgers and accounting sheets/software</li> <li>• Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Five years clerical experience in office setting</li> <li>• Five years accounting experience</li> <li>• Two years Human Resources</li> <li>• Two years management experience</li> </ul>
Executive Director	<ol style="list-style-type: none"> <li>1. BA in Business Management and/or</li> <li>2. Some college course work (Business Management preferred) and equivalent experience</li> </ol>	<ul style="list-style-type: none"> <li>• Working knowledge of curriculum and instruction</li> <li>• Ability to evaluate instructional program and teaching effectiveness</li> <li>• Ability to manage budget and personnel</li> <li>• Ability to coordinate campus functions</li> <li>• Ability to interpret policy, procedures, and data</li> <li>• Strong organizational, communication, public relations, and interpersonal skills</li> <li>• Ability to foster team morale</li> <li>• Strong personnel management skills</li> <li>• Ability to provide fair and consistent leadership</li> </ul>	<ul style="list-style-type: none"> <li>• 5 years experience in a class room setting</li> <li>• Or equivalent experience in an instructional leadership role</li> <li>• Or 5 years experience in a supervisory and/or leadership role</li> <li>• Or 5 years experience combined from each of the above</li> </ul>

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Title	Qualifications	Skills/Knowledge	Experience
Administrator Student Services	<ol style="list-style-type: none"> <li>1. High school diploma or GED</li> <li>2. Some college course work preferred</li> </ol>	<ul style="list-style-type: none"> <li>• Knowledge of school requirements for graduation.</li> <li>• Communicate clearly and concisely, both orally and in writing.</li> <li>• Interpersonal skills using tact, patience, and courtesy.</li> <li>• Able to perform complex, specialized clerical tasks requiring accuracy.</li> <li>• Able to establish and maintain cooperative and effective working relationships with others.</li> <li>• Meet schedules and deadlines.</li> <li>• Proficient computing skills</li> <li>• Effective organization, communication, and interpersonal skills</li> <li>• Ability to follow written instructions</li> <li>• Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum two years of attendance data management</li> <li>• Minimum two years of academic advising/counseling</li> <li>• Minimum one year as an administrative assistant</li> </ul>
Registrar	<ol style="list-style-type: none"> <li>1. High school diploma or GED</li> <li>2. Some college course work preferred</li> </ol>	<ul style="list-style-type: none"> <li>• Knowledge of school requirements for graduation.</li> <li>• Knowledge of state regulations related to dropping, enrolling and transferring students.</li> <li>• Communicate clearly and concisely, both orally and in writing.</li> <li>• Interpersonal skills using tact, patience, and courtesy.</li> <li>• Able to perform complex, specialized clerical tasks requiring accuracy.</li> <li>• Able to establish and maintain cooperative and effective working relationships with others.</li> <li>• Meet schedules and deadlines.</li> <li>• Proficient keyboarding skills</li> <li>• Effective organization, communication, and interpersonal skills</li> <li>• Ability to follow written instructions</li> <li>• Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• One-year clerical experience in office setting</li> </ul>

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Title	Qualifications	Skills/Knowledge	Experience
Office Assistant	<ol style="list-style-type: none"> <li>1. High school diploma or GED</li> <li>2. Some college course work preferred</li> </ol>	<ul style="list-style-type: none"> <li>• Communicate clearly and concisely, both orally and in writing.</li> <li>• Interpersonal skills using tact, patience, and courtesy.</li> <li>• Able to perform complex, specialized clerical tasks requiring accuracy.</li> <li>• Able to establish and maintain cooperative and effective working relationships with others.</li> <li>• Meet schedules and deadlines.</li> <li>• Proficient keyboarding skills</li> <li>• Effective organization, communication, and interpersonal skills</li> <li>• Ability to follow written instructions</li> </ul> <p>Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner</p>	<ul style="list-style-type: none"> <li>• One-year clerical experience in office setting</li> </ul>
Security	<ol style="list-style-type: none"> <li>1. High school diploma or GED</li> <li>2. Some college course work preferred</li> </ol>	<ul style="list-style-type: none"> <li>• Ability to record information</li> <li>• Ability to follow verbal and written instructions</li> <li>• Ability to work effectively with all students</li> <li>• Ability to communicate effectively (verbally)</li> </ul>	<ul style="list-style-type: none"> <li>• Prefer one year experience as a security guard</li> </ul>

Evaluations – teaching staff are evaluated annually

Furthermore, all core, college prep teachers must:

- must meet the NCLB requirements
- have successfully passed all required DOJ/FBI and LiveScan checks
- have successfully passed all support requirements related to obtaining a teaching credential, e.g., tuberculosis and other medical exams.
- demonstrate the ability to be flexible, resourceful, imaginative and proficient in computer based learning opportunities
- demonstrate an understanding of and be proficient in facilitating learning with students of all ages and diverse learning styles
- demonstrate the ability to work as a team
- demonstrate the ability to design, tailor and manage individual learning plans

All employees receive "at will" agreements that are reviewed annually.

## Lifeline Education Charter School Petition

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Teachers are required to participate in continuous improvement/professional development program offered annually by the school. Participation in professional development activities is a prerequisite for continued employment.

The Board of Directors' of Lifeline Education Charter School has developed a comprehensive school wide policy and procedures manual which is part of the Employee Handbook. (See Appendix C).

### Public School Employer

*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.

### Employee Return Rights

*Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No person may be required to be employed at the Charter School. Persons employed by Lifeline Education Charter School are not considered employees of the authorizer for any purpose whatsoever. Employees who resign from employment to work at Lifeline Education Charter School and who later wish to return to either a district, county or the state shall be treated the same as any other former district, county or state employee seeking reemployment.

A former local education agency employee of the Charter School shall have the following rights:

(A) Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.

(B) Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.

(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the local education agency determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the Charter School or to which the employee returns from the Charter School.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the authorizer, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the authorizer or any local education agency will not be transferred to the Charter School.

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Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

### Retirement Systems

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

The Charter School is a participant in the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS); therefore, employee membership in these programs is mandatory for those who qualify.

The Administrative Manager will ensure that appropriate arrangements for the coverage have been made. All Certificated employees will be enrolled in STRS. All Classified employees will be enrolled in PERS.

Los Angeles County Office of Education has been contracted by Lifeline Education Charter School to provide HRS (Human Resource Services). These services include all payroll and retirement plan functions, as well as making all employer contributions to STRS and PERS as required, and contributions for workers compensation insurance, unemployment insurance and any other payroll obligations.

The Board of Directors retains the option to add additional retirement incentive such as a 403B plan in the future. Participation in STRS or PERS requires all Charter School employees to participate. No retirement benefits are available to contractors.

### Health and Safety Procedures

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A copy of these procedures is attached as Appendix J.

The following is a summary of the health and safety policies of the Charter School:

#### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record

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summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts.

### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis (whooping cough) vaccine booster. Beginning July 1, 2012, this requirement applies only to rising 7<sup>th</sup> graders.

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.



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4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

### **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Sexual Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

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### ELEMENT VI – ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION

#### Admission Requirements

*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

Lifeline Education Charter School operates as a public tuition free school and complies with all laws establishing minimum and maximum age for public school attendance. No student is denied admission to the school based on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission to the Charter School requires a commitment from both students, parents, guardians and/or other concerned adult who may be directly responsible for the child's development, i.e., counselors, social workers.

Applications from new students will be accepted from August 1 through November 15 for the fall semester and from January 1 through April 15 for the spring semester. If the number of eligible applicants does not exceed the number of vacancies, then all applicants who timely applied will be offered admission.

If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. If there are more eligible applicants than available spaces in a class, then a public lottery will be conducted in early August. Notices will be posted on site and mailed home setting forth the time and place for the public random drawing. A name will be drawn for each vacancy per grade level that exists and each applicant whose name is drawn will be offered admission.

If there are names remaining after all vacancies have been filled, a waiting list will be developed. The remaining names will be drawn and placed on the waiting list in the order they were drawn. If a vacancy arises before the commencement of the school year or during the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

Lifeline Education Charter School will exempt from the lottery, currently enrolled students, the siblings of currently enrolled students and the children of the school's founders and teachers (not to exceed more than 10% of total student enrollment). Preference shall be extended to pupils who reside in the Compton Unified School District at a ratio of 2:1, unless otherwise agreed to with the authorizer. If an application is received after the application period has passed, the applicant's name is added to the waiting list behind the names of the applicants who timely applied.

#### Racial and Ethnic Balance

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*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

Lifeline Education Charter School accommodates pupils of all racial and ethnic backgrounds through an open enrollment policy. Any child, regardless of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) is eligible for admission. Lifeline Education Charter School will annually monitor the racial and ethnic balance among its students and will strive to achieve a racially and ethnically diverse student population which reflects the general population residing within Compton Unified School District.

Lifeline Education Charter School actively recruits students who reflect the diverse population of the state of California. The Charter School has developed and may distribute promotional and informational materials that appeals to and can be understood by the various racial and ethnic groups to ensure a balance among students that is reflective of the District's population as well as using a process which will reflect in a broad-based recruiting plan. Lifeline Education Charter School recruits from within the local and surrounding communities using resources such as: local community newspapers (English and Spanish); developing relationships with community leaders, pastors and local businesses; and participating in community gatherings, local fairs, and other social events.

Currently, our student population consists of approximately 34% African-American students, 64% Hispanic-Latino students, and 2% other.

### *Procedures by Which Pupils Can Be Suspended or Expelled*

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

A student handbook, with Board approved policies and procedures, establishes clear guidelines for standards of conduct. This handbook describes due process procedures for special education students and students with disabilities. In addition, Lifeline will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation.

Discipline standards reflect the Charter School's dedication to the idea that parents/guardians and those adults working with a child at home or in special care situations share an equal responsibility with the student, for regulating student conduct. Clear expectations for student conduct have been established for all students.

The Board of Directors has established the policies for suspension and expulsion of its students. All students subject to suspension and/or expulsion are entitled to and will receive full due process. (**See Appendix B – Student/Parent Handbook**) Any individual student subject to expulsion will have the right to request the Board of Directors to provide final review of his/her case prior to expulsion. Detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed including

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but not limited to, periodic review and as necessary modification of the lists of offenses for which students are subject to suspension or expulsion. This review will be conducted annually by the Board of Directors as well as the Charter School's attorney.

Parents and students are provided with a Student/Parent Handbook immediately upon enrollment. Each year students/parents are provided the most current Student/Parent Handbook on the first day of school. The Student/Parent Handbook is reviewed each year prior to the beginning of the school year by the Administrative Team and any modifications are made at this time.

### Attendance

The School's academic calendar generally aligns with the Compton Unified School District's traditional academic calendar—commencing before September 30 in accordance with State charter school guidelines, and including but not limited to 179 instructional days. The number of instructional minutes for all grades shall meet or exceed the State's requirements in Education Code Section 47612.5.

Lifeline Education Charter School parents/guardians are responsible for sending their children to school and providing an explanation for absences. Lifeline Education Charter School has developed attendance policies to encourage regular attendance and for reporting of trancies to appropriate local authorities. Please see Appendix B – Student Handbook details the attendance policy.

Students who wish to transfer to another school may do so at any time. The Executive Director or designee will assist any student, wishing to transfer, to find and choose an appropriate public or private school alternative as needed.

### Public School Attendance Alternatives

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

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### ELEMENT VII – FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

#### Financial and Programmatic Audit

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

Lifeline Education Charter School has had independent financial audits since 2007. The independent financial audit for 2009-2010 is attached (**see Appendix A**).

Lifeline Education Charter School is responsible for all aspects of school operations. In doing such, the board of directors retains the option to contract for any services deemed necessary for the operation of the school. Lifeline Education Charter School is fully accountable for establishing expectations, guidelines and, at times, procedures for all contractors. Lifeline Education Charter School complies with all prescribed state requirements for the operation of a charter school as a not-for-profit public benefit corporation in the state of California.

Lifeline Education Charter School is classified as a 501(c)(3) corporation as a California not-for-profit corporation.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Lifeline Education Charter School has contracted with Clem Payne, Jr., CPA as the official auditor with experience in education finance and was selected from the Certified Public Accountants Directory published by the State Controller's Office, to conduct an annual audit of the Charter School using generally accepted accounting procedures.

The audit will be conducted pursuant to EC Section 41020, the Standards and Procedures for Audits of California K-12 Local Educational Agencies and in accordance with generally accepted accounting principles applicable to the school, and to the extent required by applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the Board, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the authorizer along

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with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

### Dispute Resolution Process

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

The Charter School and the authorizer will be encouraged to attempt to resolve any disputes with the authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the authorizer, Charter School staff, employees and Board members of the Charter School and the authorizer agree to first frame the issue in written format ("dispute statement") and to refer the issue to the authorizer's liaison and the Executive Director of the Charter School. In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the authorizer to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the authorizer's ability to proceed with revocation in accordance with Education Code Section 47607.

The authorizer's liaison and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the liaison and the Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the liaison and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the liaison and the Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the authorizer and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the authorizer and the Charter School.

*Lifeline recognizes that, because the SBE is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.*

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Lifeline Education Charter School Board of Directors has adopted policies and processes for airing and resolving internal and external disputes. The Director is responsible for administering these procedures. (See Appendix C – Employee Handbook Sec. IX-e)

### School Closure

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Lifeline Education Charter School shall abide by the closure regulations as set forth in Section 11962, Title 5, *California Code of Regulations*. In the event Lifeline Education Charter School closes, the assets and liabilities of Lifeline Education Charter School will be disposed of by the Board of Trustees in accordance with applicable state and federal law and the asset disposition provisions of Lifeline Education Charter School's Articles of Incorporation. The Board of Directors will attend to enumeration and disposing of the assets and liabilities as directed in the Articles of Incorporation. The Executive Director shall ensure that a final audit of Lifeline Education Charter School's assets and liabilities is performed.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the authorizer, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the authorizer with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy

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Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County or other authorizer-approved entity to store original records of Charter School students. All records of the Charter School shall be transferred to the County or other authorizer-approved entity upon Charter School closure. If the County or other authorizer-approved entity will not or cannot store the records, the Charter School shall work with the authorizer to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the authorizer promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the authorizer or authorizer property will be promptly returned upon Charter School closure to the authorizer. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix B, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.



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### MISCELLANEOUS ELEMENTS

#### A. **Budget and Financial Reporting**

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Attached, as Appendix A, please find the following documents:

- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the authorizer as follows, and may provide additional fiscal reports as requested by the authorizer:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

#### B. **Insurance**

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the authorizer and the Charter School's insurer. The authorizer shall be named as an additional insured on all policies of the Charter School.

#### C. **Administrative Services**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

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It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

### **D. Facilities**

*Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

#### **Middle School Campus (440 S. Santa Fe Ave)**

Lifeline holds instruction for 6th through 8th grade students at 440 S. Santa Fe Ave, Compton, CA 90221. This is a single story facility where there are 5 classrooms, 1 resource room, a commercial kitchen (not in use), and an outside physical education area.

#### **High School Campus (225 S. Santa Fe Ave)**

Lifeline holds instruction for 9th through 12th grade students at 225 S. Santa Fe Ave, Compton, CA 90221. This is a two story facility where there are 7 classrooms, 1 resource room, 1 multipurpose room, and an outside physical education area. The high school campus is our primary location (*home office*) for all business associated with Lifeline.

### **E. Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

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### IMPACT ON THE CHARTER AUTHORIZER

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

Lifeline Education Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Lifeline Education Charter School shall work diligently to assist the authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-requested protocol to ensure the authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School and authorizer shall enter into a MOU, wherein the Charter School shall indemnify the authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the authorizer and the Charter School's insurance company for schools of similar size, location, and student population. The authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Lifeline Education Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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### APPENDICES

APPENDIX A – INDEPENDENT AUDITORS REPORT/ FINANCIALS

APPENDIX B – STUDENT HANDBOOK

APPENDIX C – EMPLOYEE HANDBOOK

APPENDIX D – SAMPLE LESSON PLANS

APPENDIX E – ARTICLES OF INCORPORATION, BYLAWS, 501c3 IRS LETTER

APPENDIX F – ADOPTED CONFLICT OF INTEREST POLICY

APPENDIX G – SELPA ASSURANCES & SERVICES

APPENDIX H – STUDENT REGISTRATION FORMS

APPENDIX I - SCOPE AND SEQUENCE

APPENDIX J - HEALTH AND SAFETY PROCEDURES

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### **APPENDIX A – INDEPENDENT AUDITORS REPORT/ FINANCIALS**

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### **APPENDIX B – STUDENT HANDBOOK**

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### **APPENDIX C – EMPLOYEE HANDBOOK**

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### **APPENDIX D – SAMPLE LESSON PLANS**



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### **APPENDIX E – ARTICLES OF INCORPORATION, BYLAWS, 501c3 IRS LETTER**

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### **APPENDIX J - HEALTH AND SAFETY PROCEDURES**